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ABSTRACT

The guide was designed to assist secondary school classroom teachers in developing and implementing units on cultural diversity. The activities stress the impact of diversity globally as well as in Latin America and can be used as models for examining diversity in other geographic areas. Diversity refers to the heterogeneity of cultures and social structures. The document is presented in four chapters. Chapter I discusses the role of diversity in cultural studies, examines the influence of diversity on global issues, lists objectives, explains the unit format, and provides information on teaching techniques. Chapter II focuses on diversity in the geographic and cultural setting of Latin America. Topics deal with student perceptions about Latin America and attitudes toward cultural diversity. Chapter III examines the relationship of diversity to four global themes--communication, interdependence, conflict, and change. Topics include language barriers, international trade, international relations, and change in urban and rural areas. Activities involve students in class discussion, data analysis, attitude surveys, map and newspaper work, formulation of hypotheses, reading and writing assignments, educational games, role-playing exercises, and completion of 17 handout assignments. For each activity, information is presented on background, objectives, grade level, time and materials required, procedures, follow-up, and evaluation. The final section provides information on evaluating student learning as a result of participating in the unit. (Author/DB)

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Cultural Studies Series, Volume 3
Nancy Dille, Editor

TEACHING ABOUT DIVERSITY:

LATIN AMERICA

by

Kenneth A. Switzer, Ph.D.

and

Charlotte A. Redden, Ph.D.

First draft of experimental materials for evaluation purposes. This volume contains all teacher instructions and most student materials necessary for classroom use; some of the activities require collection of data from outside the classroom.

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PREFACE

This curriculum booklet for grades 9-12 is about diversity. Diversity plays an important role in the world of all individuals, a role that is increasingly important. Diversity wields an influence upon global concepts that are essential for understanding the nature of the world around us. This curriculum material specifically looks at four concepts: communication, interdependence, conflict, and change. Students are introduced to the range of diversity that exists in the world and they are helped to understand better the impact of diversity upon the four global concepts.

Latin America was selected as a geographical focus of this book. Frequently perceived as inherently similar to each other due to their common Iberian heritage, Latin American countries in reality are amazingly diverse economically, culturally, geographically, and politically.

As presented in numerous educational courses and in the mass media, Latin American countries are often depicted incorrectly as having recognizable attributes that can be generalized to the continent as a whole. Political unrest and military coups are frequently over-emphasized. Emphasis upon rural/agricultural aspects (such as Juan, the coffee grower) fails to reflect an increasingly important urban/industrial aspect of many Latin American nations. A narrow focus on the Spanish heritage neglects the pervasive importance of Indian heritage in some countries (e.g., Quechua in Bolivia) and the heritage of other immigrant groups (e.g., the large Italian population in Argentina and the Japanese and German populations in Brazil). Because

such diversity is often ignored, it becomes a worthwhile activity for students to recognize and examine the diversity which impinges upon their lives.

This curriculum material on diversity in Latin America provides teacher guides and student handouts for classroom activities. The activities involve students by participating in their learning experiences. It should be noted that the process of examining diversity in Latin America and its interaction with global concepts is transferable to geographic areas other than Latin America; hence, this booklet also serves as a model for examining diversity in other geographic areas.

We wish to thank individuals who contributed to the unit. George Otero, Center for Teaching International Relations, made suggestions concerning the overall approach of the unit and the desirable mix of activities to be included. John McCammant, Graduate School of International Studies, University of Denver, provided suggestions concerning content and resources on Latin America as well as activities to be considered. Nancy Dille, Center for Teaching International Relations, edited and coordinated production of the book. As always, final responsibility for the unit rests solely with the authors.

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TEACHER INTRODUCTION

The Role of Diversity in Cultural Studies

Throughout their learning careers, students are exposed to information about the similarities and differences between people, cultures, and social systems. We may define *diversity* as the sum total of observable differences. In human terms, diversity refers to the heterogeneity of cultures and social structures. Individuals, however, frequently lack an understanding of how great a range of diversity in fact exists and how that diversity directly and indirectly affects us all. When confronted by diversity, the bewildered student frequently reacts by stereotyping. That is, the complexity is reduced by homogenizing the information and establishing a perception based upon only a few facts.

Why is it inadequate simply to present information about other peoples and cultures to students in the classroom? Why should greater attention be given to student understanding of diversity and to the fact that diversity is an inescapable fact of life?

The answer is that diversity is a part of life that can make personal existence infinitely more interesting and meaningful if we but take the time to explore and understand the diversity around us. The answer also lies in the important role which diversity plays in the ongoing interaction between different cultures or peoples. Lastly, the answer lies in the influence which diversity exerts upon global issues. For example, "interdependence" in trade and economic matters necessitates clear "communication." When miscommunication occurs, the

result may well be "conflict" between business organizations or national governments.

In summary, it is not enough only to make students aware of the interesting range of diversity which exists in the world. We, as educators, must also strive to make students aware of some of the implications of that diversity. Conversely, though not a focus of this unit, similarities should not be ignored, for in many instances similarities are those things which enable differences to be met and overcome. We must strive to explore one concept (diversity) with students while at the same time maintaining the awareness that another concept (similarity) should not be ignored.

Diversity in Latin America

Latin America is an excellent area in which to study diversity because such a wide range of cultures, peoples, and social structures are found there. Equally important from an educational viewpoint is the fact that the diversity which exists in Latin America has been generally ignored or misunderstood in curriculum materials.

Often perceived as culturally homogenous due to their common Iberian heritage, the Latin America countries are, in fact, an amalgam of diverse cultures. For example Brazil is a Portuguese-speaking nation where the Italian influence rivals the Spanish. In Bolivia the Indian dialects of Quechua and Aymara are spoken by more people than is the Spanish language. The predominately Black, Caribbean-type culture of coastal Colombia differs as much from the Black cultures of Brazil and Haiti as it does from culture found in the Colombian highlands.

Thus, while the heritage of Spain and Portugal provides some common cultural and linguistic threads between nations, that heritage can by no means obscure the vast diversity of the many peoples in Latin America.

Geographically, Latin America contains a range greater than that found in the continental United States. The deserts of Mexico or Peru, the plains of Argentina or Venezuela, the high mountains of Chile, the volcanic area of Guatemala, the beautiful Colombian seashore, the dense Panamanian jungle, and the semitropical Amazon basin--all are Latin America. The varying landscape both influences and is influenced by the diverse inhabitants of the area.

Politically, diversity is the norm in Latin America. There can be found civilian and military dictatorships; communistic, socialistic, and democratic governments; one-party rule and open competition between political parties. For example, Colombia has recently returned to a competitive political system after two decades of a unique system which divided and rotated all public posts between the two major parties, the Liberals and the Conservatives. Costa Rica disbanded its army in the 1950s while, on the other hand, Peru and Chile engage in a limited arms race.

Economically, diversity abounds in Latin America. Oil-wealthy Venezuela has used its oil revenues to achieve limited land reform and to diversify and expand its industrial base. Honduras, on the other hand, continues to struggle to lessen its economic dependence upon a single crop source--bananas. Uruguay is an urbanized nation with a large percentage of its population located in the capital city.

Colombia is becoming an urbanized nation with the urban population scattered among a half-dozen growing cities. Bolivia and Guatemala remain predominantly rural. The nations along the Andean mountain chain form an economic accord to compete with the "big three": Brazil, Mexico, and Argentina.

Implications of Diversity

Diversity influences global issues which affect people as individuals, group members, citizens, and ultimately as inhabitants of the planet earth. One useful educational approach is to explore the interaction of diversity with concepts of increasing global importance. The four concepts selected for this unit are conflict, communication, interdependence, and change. It should be noted that each concept cuts across a number of educational disciplines; therefore, this unit lends itself to multidisciplinary activities.

Change is a major characteristic of our world. All indications are that change (social, technological) will continue to accelerate and that diversity between peoples will to some degree influence the rate and direction of change. For example, diversity in the degree of economic development directly influences differing perceptions between "developed" and "developing" nations with respect to such essential global problems as the need to balance growth against environmental concerns. The activities in this book which relate diversity to change will begin to make students aware of why and how change occurs, and how they must learn to strive to direct processes of change toward goals they wish their community, country, or world to attain.

Communication between diverse individuals, groups, and nations is a prominent daily occurence. With technological advances in transportation and communication facilities, increasingly there are new contacts between peoples and more frequent occurrences of old contacts. As the world in effect becomes smaller, we are in need of clear and open communication. It is especially true when communication crosses cultural or linguistic boundaries wherein misperceptions and stereotypes are most likely to be encountered. Understanding how diversity influences communication helps prepare students to confront the complexities of a shrinking, interdependent world.

Interdependence is increasing on a worldwide scale. More and more, nations are forced to rely on others for essential economic resources, cooperation in military defense, etc. The energy situation and the control of oil reserves by OPEC (with Venezuela an important member) is but one example of a complex issue that directly and measurably affects economic, political, social, and national security interests of numerous countries, including the United States. More and more often, the activities of one nation or one multinational corporation have a far-reaching global impact. Growing interdependence affects such global concerns as population control, resource and foodstuff sufficiency, environment preservation, and balanced growth. Awareness of the all-encompassing nature of interdependence is a growing requirement of all who live on "spaceship earth." Awareness of the way in which diversity can influence patterns of action and communication in an interdependent world is also essential. The objective is for students to acquire a broader awareness of how interdependence operates with diversity.

Conflict has always been a major theme in history. Encountered daily by students, the sources of conflict are too often ignored in the classroom. For example, cultural and linguistic diversity can lead to conflict. In a diverse society, the desire for change by one part of society, if opposed, can lead to conflict with other segments of that society. Or, for instance, growing interdependence may lead to conflict as nations (diverse in political systems, levels of economic development, and social stability) compete for scarce resources. For the student, the objective is to understand enough about conflict and the role of diversity to begin to cope in a constructive manner with conflict that is encountered.

Educational Objectives

The unit focuses on students and their active participation in the learning process. The objectives are centered on motivating students to ask and to answer questions about diversity that relate to its influence upon their perspectives and upon major themes of global importance. The objectives of this unit are to:

1. Assist students to clarify and explore their perceptions of Latin America.
2. Develop student awareness of the range of diversity to be found in Latin America.
3. Teach students to recognize the impact of diversity upon global themes.
4. Expose students to methods and strategies for learning to understand and cope with diversity and its implications.

Unit Format

The unit consists of three sections concerning diversity and its implications for Latin America.

"Section I: Diversity in Latin America" allows students to identify and discuss their perceptions both of Latin America and its peoples and of diversity. Students are guided toward an awareness of the vast range of diversity to be discovered in Latin America and are provided the opportunity to express a need to learn more about diversity and its myriad implications.

"Section II: Diversity and Global Themes" focuses on a variety of learning activities designed to help students explore the implications of diversity for four global concepts of increasing importance: communication, interdependence, conflict, and change. Many of these activities require students to evaluate their own perceptions, gather and compare data, and become involved in gaming activities which simulate situations involving diversity.

"Section III: Diversity and Changing Views" is a student evaluation section. Students are required to reexamine some of their responses made in Section I in light of their experiences with the activities in Section II.

Teaching Considerations

In conducting the present unit, it may be helpful for the teacher to keep in mind some of the following considerations:

1. Many students know very little about Latin America. Thus, many students will be exposed to both positive and negative information about Latin America and its peoples that they have

never encountered before. One intent of the unit is to have students explore and evaluate new and diverse data on Latin America, though a limited degree of student familiarity with Latin America is assumed.

2. Many students have a tendency to think that they know enough about a topic because they have completed a course or unit on it. One intent of this unit is to make students aware that learning should be an ongoing process which extends well beyond the completion of any specific class period or curriculum unit. Students should be encouraged to think of conclusions as being tentative and open to change as new information is gathered and evaluated. In this sense, the unit is merely an introduction to complex topics that students will have to deal with, in one form or another, for the rest of their lives.

3. Many students will not be familiar with some of the content or will not readily perceive relationships between diversity and the four global themes of communication, interdependence, conflict, and change. The introductory activities are designed to help students see the relationship. Additionally, however, it is important that the teacher continually strive to make students aware of the many ways in which global issues affect each other. It is also mandatory that the teacher attempt to draw examples from the daily lives of the students or to reference community and national events of which the students are aware.

4. The content of certain activities is to be provided by the students. Part of the learning process involves collecting the data that are to be investigated. When selecting activities, the teacher should be aware of what materials are already available in the school or the community.
5. The content of many activities can be adapted to other subjects by the teacher. When selecting activities, the teacher might consider activities that lend themselves to adaptation for meeting any special needs of the teacher or the students. activities provided in this unit can be used by teachers as a model for the development of a similar unit for a different geographic locale, e.g., the Middle East.

Choosing Activities

These activities are designed to supplement your regular curriculum materials, or to add on a specialized Latin America unit to established curriculum. A number of factors influence the selection of activities for a particular classroom. The main goal is to select a mix of activities which (1) meet your needs as a classroom teacher, (2) meet the needs of the students, and (3) adequately cover each of the three sections in the unit.

The activities in this unit are means to achieving the educational objectives. To achieve the objectives, it is not necessary to use all of the activities from this booklet. It is important, however, to expose the students to activities from both Sections I and II. Section III helps students evaluate their experiences in the unit, and the section should be used in its entirety. In selecting the activities that are

most appropriate for your students, the following criteria might be useful:

1. Activity Sequence

   Activities from each of the three sections should be used in order to achieve the objectives of the unit. Section I activities help students identify their perceptions of diversity in Latin America. You may find that one activity is sufficient for one group whereas another group requires two or three introductory activities. Section II activities help students explore diversity and its interaction with selected themes of global importance. The teacher might wish to choose between two approaches in this section. One approach is to briefly explore each of the four themes presented in this unit, their relationships to diversity and to each other. An alternative approach is to select and emphasize the investigation of one or two themes. The school curriculum and the needs of students will be decisive factors in selecting the desirable approach.

2. Unit Time

   The unit goal is to adequately explore the topic within a time frame that is acceptable to student motivation. Some activities take only one class period while others require more than one class period to complete. For young people ages 10-13, any unit requiring more than two or three weeks can be too long. In planning the unit, the selection of activities should be based upon considerations of time as well as student needs and abilities.

3. Student Involvement

An objective of the unit is active student participation in the learning process. This unit presents a wide variety of activities so that the teacher can select those that will involve as many students as possible. The age of students, student ability, classroom climate, and time of day are all factors that affect student involvement.

4. Teaching Method

The unit will be more successful if students are involved in different kinds of activities that encourage them to use a number of different skills and to develop different abilities. These activities utilize small group work, workshops, gaming and simulation, individual skill work, group discussion, role playing, and general inquiry methods. The teacher is encouraged to use a number of different methods in the unit.

5. Materials Availability

The activities selected by the teacher depend in part upon the accessibility of information in the school and community. Some activities rely heavily upon information that must be gathered by either the teacher or the students.

The activities and concepts in this booklet are interdisciplinary in nature. They are appropriate for courses in world history, current events, political science, comparative governments, area studies, culture studies, and in any other course where a discussion of Latin America is applicable. The activities are adaptable to other geographic areas by simply substituting content information.

Although intended for grades 9-12, many of these activities can be successfully used in junior high grades. You may need to gear down the discussions for younger students; however, you will find that the basic methods and strategies employed are appropriate for junior high students.

SECTION I

DIVERSITY IN LATIN AMERICA

The activities in Section I are designed to help students to identify what is meant by "diversity" and to identify some of their perceptions regarding Latin America and its peoples. Also, this section presents a series of wide-ranging facts which should encourage students to realize that there is a good deal about Latin America of which they know very little. Thus, this introductory section (1) presents the topic of diversity and the geographic and cultural setting of Latin America and (2) sets the stage for an exploration of the impact of diversity upon global themes.

Title: WHAT IS LATIN AMERICA?

Introduction: Our images of other countries and peoples permeate the media. Television programs, magazines, and movies promote and reinforce perceptions of other places and groups. This activity focuses on student perceptions of Latin America and its peoples. The purpose of the activity is to help students identify and recognize some of the common (perhaps stereotypical) perceptions held and to decide tentatively to what degree these perceptions may be valid. The activity also allows the teacher to identify the level of knowledge students have of Latin America and its peoples.

Objectives:

To help students understand the range of different perceptions they hold about Latin America and Latin Americans.

To arrive at tentative conclusions about the validity of students' perceptions.

Grade Level: 9-12

Time: 25 minutes

Materials: Chalkboard and chalk, or butcher paper and marking pen
Wall map of Latin America

Procedure:

Step 1. Ask students to name what they think of in response to the question, "When I think of Latin America, I think about. . . ."

Step 2. Spend a few minutes eliciting a number of responses from students. List them on the chalkboard or paper.

Step 3. Identify items by content areas, such as geography, culture, and economics. Ask students to identify countries to which particular items might pertain (using the wall map).

Follow-up:

1. Identify content areas not mentioned. (For example, do most items mentioned by students pertain to culture and geography but not to economics and politics?) Suggest that knowledge of other content areas may help explain Latin America to us in greater detail. Ask students about content areas which they neglected previously.

2. Take some responses and ask how valid they are. Is Juan, the coffee grower, a valid image for Colombia? (Yes, in part. It is also a valid image for Puerto Rico, Costa Rica, and Brazil.) Students should realize, however, that coffee is not the only important crop and that urban industry is as important in many countries as agriculture. Point out that stereotypes may have some basis in fact, though they represent an extreme or a distortion of reality.

Evaluation:

1. During the course of the discussion, students should state that:

   a. The group had differing perceptions of Latin America.
   b. Perceptions centered on some content areas (e.g., the cultural) to the exclusion of other areas which might hold information useful to understanding Latin America.
   c. Many items were valid for some countries or parts of some countries but are not valid when used as a stereotype for Latin America as a whole.
   d. More knowledge about Latin America would be desirable.

NOTE: Some useful classroom materials on perceptions are included in:

Gary R. Smith and George G. Otero, *Images of China* (Denver, Colorado: Center for Teaching International Relations, University of Denver, 1976).

George G. Otero Jr., *Teaching about Perception: The Arabs* (Denver, Colorado: Center for Teaching International Relations, University of Denver, 1977).

Gary R. Smith and George G. Otero, *Teaching about Cultural Awareness* (Denver, Colorado: Center for Teaching International Relations, University of Denver, 1977).

Title: WHAT IS DIVERSITY?

Introduction: Students need to comprehend what is meant by the term "diversity." This activity allows students to vocalize preconceived notions about diversity and practice at identifying and understanding diversity. Arriving at a strict definition of diversity is not important. What does matter is that students see how great a range of diversity exists and how the term is used. Also, the activity allows the teacher to identify the level of student understanding of diversity as a concept.

Objectives:

To help students understand the range of diversity that exists in the world.

To identify how diversity is used in this unit.

Grade Level: 9-12

Time: 25 minutes

Materials: Chalkboard and chalk, or butcher paper and marking pen
Wall map of Latin America

Procedure:

Step 1. Ask students to name as many things as they can think of that might differ between the United States and Latin American countries. As items are named, list them on the chalkboard or paper. Tell students that "diversity" refers to differences.

Step 2. Identify student responses (differences) by content areas such as cultural, climatic, geographic, economic, and political.

Step 3. Ask students to identify specific countries to which identified differences might pertain, given their present knowledge of Latin America. Use the wall map.

Follow-up:

1. Identify content areas not yet mentioned in which a range of diversity exists (e.g., government forms range from dictatorship to democracy or single-party rule to multiparty competition). Suggest that knowledge of other content areas will identify the *full range* of diversity in Latin America and will provide a better picture of what Latin America is really like.

2. Discuss whether or not all of the noted differences between the United States and Latin America also exist between Latin American countries. This discussion tests student knowledge of Latin America.

Evaluation:

1. During the course of the discussion, students should state that:

   a. The group had differing perceptions of what were the major differences between the United States and Latin America.
   b. Many differences said to exist between the United States and Latin America had not been thought of previously as also existing between various Latin American nations.
   c. Many similarities also exist, though the group did not explore them.

Title: WHAT DO YOU THINK OF LATIN AMERICA?

Introduction: This activity helps students identify their present perceptions of Latin America and Latin Americans. Once students have compiled the responses to the survey, they can compare their views. There is the possibility that many students will know little about Latin America and its peoples. The purpose of this activity is to make the students' perceptions apparent to them even if they conclude that, at this point, they know virtually nothing about Latin America.

Objectives:

To help students identify some of their personal perceptions of Latin America and Latin Americans.

To help students determine the most commonly held perceptions of Latin America and Latin Americans.

To arrive at tentative conclusions about the validity of student perceptions.

Grade Level: 9-12

Time: One class period

Materials: Chalkboard and chalk, butcher paper and pen, or overhead projector. Make one copy of the semantic differential (Handout 1) for each student.

Procedure:

Step 1. Give each student a copy of Handout 1. Tell students that the handout was designed to give them the opportunity to identify some of their views on Latin America. Explain and have students complete the semantic differential.

Step 2. Compile the results of the semantic differential. This can be done by copying the semantic differential onto an overhead transparency (or chalkboard or butcher paper) and then polling students by having them raise their hands.

Follow-up:

1. Ask if the results indicate whether the class has positive or negative perceptions of Latin America and Latin Americans.

2. Use the following question to identify students' perceptions and their need for more information about Latin America:

   a. Where do Latin Americans come from? (Mexico, Central America, South America, Cuba, Puerto Rico.)
   b. Have you ever met a Latin American? If not, where did you get your ideas about them?
   c. Do you want to examine your views of Latin America for accuracy? (Here the teacher can focus on whether or not students feel that they have enough information about Latin America, and on the degree to which students feel satisfied with their ideas and perceptions of Latin America and its peoples.)

Evaluation:

The teacher should be noticing the degree to which the students appear uneasy with their views of Latin America and its peoples after the discussions. The more uncomfortable they are with their current information about Latin America, the more they will state that they really don't know enough about Latin America.

NOTE: This activity may be utilized as a posttest of changes in student views at the completion of the unit. Please keep these papers to use for comparisons at that time.

LATIN AMERICA IS:

primitive	1	2	3	4	5	6	7	civilized
jungle	1	2	3	4	5	6	7	non-jungle
mysterious	1	2	3	4	5	6	7	familiar
cities	1	2	3	4	5	6	7	countryside
hot	1	2	3	4	5	6	7	cold
factories	1	2	3	4	5	6	7	farms
wet	1	2	3	4	5	6	7	dry
pretty	1	2	3	4	5	6	7	not pretty
peaceful	1	2	3	4	5	6	7	war-like
democratic	1	2	3	4	5	6	7	dictatorship
pro-United States	1	2	3	4	5	6	7	anti-United States
mountainous	1	2	3	4	5	6	7	non-mountainous
rich	1	2	3	4	5	6	7	poor
desert	1	2	3	4	5	6	7	non-desert

LATIN AMERICANS ARE:

religious	1	2	3	4	5	6	7	non-religious
rich	1	2	3	4	5	6	7	poor
primitive	1	2	3	4	5	6	7	civilized
Indian	1	2	3	4	5	6	7	non-Indian
good	1	2	3	4	5	6	7	bad
cruel	1	2	3	4	5	6	7	kind
happy	1	2	3	4	5	6	7	sad
peaceful	1	2	3	4	5	6	7	war-like
speak Spanish	1	2	3	4	5	6	7	don't speak Spanish
strong	1	2	3	4	5	6	7	weak
dishonest	1	2	3	4	5	6	7	honest
proud	1	2	3	4	5	6	7	humble
mysterious	1	2	3	4	5	6	7	familiar
powerful	1	2	3	4	5	6	7	powerless
cowardly	1	2	3	4	5	6	7	brave
rural	1	2	3	4	5	6	7	urban
lazy	1	2	3	4	5	6	7	hard-working
serious	1	2	3	4	5	6	7	humorous
educated	1	2	3	4	5	6	7	uneducated
untrustworthy	1	2	3	4	5	6	7	trustworthy
cooperative	1	2	3	4	5	6	7	uncooperative
traditional	1	2	3	4	5	6	7	progressive

You are deciding the terms that you associate with Latin America and Latin Americans. Circle the number (1, 2, 3, 4, 5, 6, 7) which most closely related Latin America or Latin Americans to the two words on the scale. For example, on the first scale, decide whether you think Latin America is:

1. extremely primitive
2. primitive
3. somewhat primitive
4. can't decide; some of each
5. somewhat civilized
6. civilized
7. extremely civilized

c 1978 CTIR

Title: IN MY OPINION. . .

Introduction: How important is it to learn about Latin America and its peoples, or about diversity and its impact? From the point of view of teachers, curriculum developers, and certainly many Latin Americans, it may be very important. For many students, however, Latin America may be an unfamiliar area about which they have little interest, and the concept of diversity may seem to have no direct implications for the student. Yet, it is important that people know something both about other cultures and about the impact of diversity upon global themes which assuredly do touch our lives.

In this activity, students use a simple rating scale to express their attitudes about situations involving diversity in a Latin American setting. The ratings are then discussed in class with two objectives in mind. First, the discussion allows the students to voice their ideas about the need to know more about Latin America and the diversity which exists there. Secondly, the discussion provides the teacher with information about specific items that might warrant special attention during the unit study.

Objectives:

To encourage students to examine their knowledge of and attitudes about events and situations in Latin America.

To enable students to realize the importance of understanding more about diversity in Latin America.

Grade Level: 9-12

Time: 30-50 minutes

Materials: Make one copy of the statements (Handout 2) for each student

Procedure:

Step 1. Give each student a copy of the statements. Tell the students that the statements were designed to give them an opportunity to identify some of their opinions about Latin America. Explain the procedure and have students respond to the statements by circling the response that reflects their opinion.

Step 2. Read each statement aloud and have students respond as a group (by raising hands) to each possible response. Have someone tally the class responses.

Follow-up:

1. Ask students to what degree the results indicate that the class views Latin America either as interesting or as a problem. In both cases, further study is called for.

2. Use the following questions for discussion

   a. What makes a situation a problem?
   b. How could a "so-what" response change to a "problem" response? Use a specific example from the list.
   c. Why do students rate some statements differently?
   d. What, if any, other facts did students bring to bear in responding to the statements?
   e. Do students see any use in learning more about Latin America and what impact diversity may have?

3. Have students make a list of situations to which they would be interested in discovering the class' response. Why did they choose these situations? Did they obtain the responses from the class that they expected?

Evaluation:

1. Ask the class if they can suggest reasons to have increased knowledge and understanding of Latin America and the role of diversity. Student responses may include:

   - Less likelihood of making decisions based on inaccurate, incomplete, or stereotypical information.
   - An interest in learning more about Latin American culture.
   - An increased understanding, if not acceptance, of why many Latin Americans are the way they are.
   - A better understanding of why students held their previous views.
   - Information or understanding which will allow students to correct others when they make inaccurate or stereotypical statements about Latin America or Latin Americans.

2. There are also numerous other reasons for studying diversity in Latin America. Yet, the potential for developing understanding is increased if we are aware of our viewpoints and continue to evaluate those viewpoints as we gather additional information. This process does not end with this unit. Evaluating personal viewpoints in the light of new information should be a continuing, life-long process.

Handout 2

STATEMENTS

1. By 1980 Argentina and Venezuela will have atomic reactors.

   (So What) (Interesting Fact) (A Potential Problem)

2. Bolivia, Colombia, Ecuador, Peru, and Venezuela have formed an economic group to compete more equally against Brazil and Mexico and to protect themselves against large North American companies.

   (So What) (Interesting Fact) (A Potential Problem)

3. Most Brazilians speak Portuguese, but the large majority of people in the rest of Latin America speak Spanish.

   (So What) (Interesting Fact) (A Potential Problem)

4. Many Latin Americans come to the United States to attned college or technical trade schools.

   (So What) (Interesting Fact) (A Potential Problem)

5. Colombia is one of the world's major suppliers of emeralds.

   (So What) (Interesting Fact) (A Potential Problem)

6. Costa Rica disbanded its army in order to devote more money to other projects for its citizens.

   (So What) (Interesting Fact) (A Potential Problem)

7. One Latin American nation (Cuba) now hav a government that is communist.

   (So What) (Interesting Fact) (A Potential Problem)

8. A large minority of Argentines are of Italian descent and large minorities of Brazilians are of German and Japanese descent.

   (So What) (Interesting Fact) (A Potential Problem)

9. More than half of the coffee in the United States comes from such Latin American nations as Brazil, Colombia, and Costa Rica.

   (So What) (Interesting Fact) (A Potential Problem)

10. Some people in the United States don't like Latin Americans and some Latin Americans don't like "gringos" (People from the United States).

    (So What) (Interesting Fact) (A Potential Problem)

11. Some large U.S. companies (like General Motors and ITT) have more money to spend each year than do many governments of Latin American nations.

    (So What) (Interesting Fact) (A Potential Problem)

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12. The German Volkswagen company has large factories in Brazil, and the American Owens-Illinois company (which makes glass and plastic containers) has 81 factories in 21 different countries including Brazil, Venezuela, Mexico, and Puerto Rico.

(So What) (Interesting Fact) (A Potential Problem)

13. More people in Bolivia speak Indian languages (Aymara and Quechua) than speak Spanish.

(So What) (Interesting Fact) (A Potential Problem)

14. In 1950, most Latin Americans lived in rural areas, yet today a majority of Latin Americans live in towns and cities (urban areas).

(So What) (Interesting Fact) (A Potential Problem)

15. Many wealthy Latin Americans own condominiums in resort areas (Keystone, Vail) in Colorado.

(So What) (Interesting Fact) (A Potential Problem)

16. Most of the income for the government of Honduras and the Honduran people comes from the banana crop--the country's most important resource.

(So What) (Interesting Fact) (A Potential Problem)

17. The Brazilian government has been accused of killing off Indian tribes in the Amazon River area so that area can be "developed" for mining and lumbering.

(So What) (Interesting Fact) (A Potential Problem)

18. Venezuela is a large producer of oil (much of it exported to the United States) and a member of OPEC--the groups of oil producing nations including Iran and Saudi Arabia.

(So What) (Interesting Fact) (A Potential Problem)

19. A number of Latin American countries are governed by military dictatorships.

(So What) (Interesting Fact) (A Potential Problem)

20. Large amounts of marijuana entering the United States illegally comes from Colombia and Mexico.

(So What) (Intersting Fact) (A Potential Problem)

21. In many areas of Latin America, the railroad and highway systems are not large, so much travel and trade is done by airplane.

(So What) (Interesting Fact) (A Potential Problem)

22. Guatemala and Belice; Colombia and Ecuador; Peru and Chile--all have disagreements over where the exact borders between their countries are located.

(So What) (Interesting Fact) (A Potential Problem)

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23. In 1977, all Latin American governments supported Panama's demand that the United States should negotiate a new treaty for the Panama Canal.

(So What) (Interesting Fact) (A Potential Problem)

24. Each year the United States buys large amounts of farm products (like coffee, fruit, and beef), minerals (like copper, ore, and oil), and manufactured goods (like clothing, shoes, and furniture) from Latin American countries.

(So What) (Interesting Fact) (A Potential Problem)

25. Sears is the largest department store chain in Colombia.

(So What) (Interesting Fact) (A Potential Problem)

26. Aztec, Inca, and Mayan Indians once ruled large areas in Latin America. When they were conquered by the Spanish, their civilizations were more advanced in some respects (astronomy, irrigation systems, gold work) than the Spanish or other European civilizations.

(So What) (Interesting Fact) (A Potential Problem)

27. The large majority of Latin Americans are Catholic.

(So What) (Interesting Fact) (A Potential Problem)

28. The modern city of Sao Paolo, Brazil, is one of the fastest growing cities in the world--with rising rates of noise, pollution, and urban sprawl.

(So What) (Interesting Fact) (A Potential Problem)

29. Mount Aconcagua in Argentina is the highest peak in either North or South America.

(So What) (Interesting Fact) (A Potential Problem)

30. At a United Nations conference, most Latin American nations agreed that economic development is more important to them than concerns about pollution.

(So What) (Interesting Fact) (A Potential Problem)

31. Venezuela reports that large numbers of immigrants from other Latin American countries cause too much burden on Venezuela's economy. Future immigrants will have to possess skills and training needed in Venezuela before they can immigrate there.

(So What) (Interesting Fact) (A Potential Problem)

32. There are reported to be millions of illegal aliens living and working in the United States. More illegal aliens come from Mexico than any other country.

(So What) (Interesting Fact) (A Potential Problem)

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33. Blacks who live on the east coast of Costa Rica speak English rather than Spanish because they originally came from the Caribbean Islands.

(So What) (Interesting Fact) (A Potential Problem)

34. Brazil and Argentina disagree on control of a major river that runs between the two countries--a river they both want to use to develop more hydro-electrical power.

(So What) (Interesting Fact) (A Potential Problem)

35. American companies have millions of dollars invested in Latin American countries.

(So What) (Interesting Fact) (A Potential Problem)

36. In Argentina, 93% of the people are literate (can read or write), but in Guatemala only 47% are literate.

(So What) (Interesting Fact) (A Potential Problem)

37. The population is growing faster in Latin America than farm production.

(So What) (Interesting Fact) (A Potential Problem)

38. Tourism is a major source of income (money) for many Latin American countries.

(So What) (Interesting Fact) (A Potential Problem)

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Title: WE WOULD LIKE TO KNOW

Introduction: This activity is a pretest of student images of Latin America and existing patterns of diversity. It is a simple exercise which will reflect students' perceptions in a number of ways. The focus of the activity is on both what students say about diversity in Latin America and how they perceive the task itself. In some instances it is not what is said but what is not said about diversity in Latin America that is important.

Objective:

To have students identify and list ten statements about Latin America that they perceive as being information everyone in the United States should know.

Grade Level: 9-12

Time: 30-50 minutes

Materials: Make one copy of the worksheet (Handout 3) for each pair or trio of students.

Procedure:

Step 1. Group students into pairs or trios. Give each group of students a copy of the worksheet.

Step 2. Ask each group to formulate a list of eight statements that they think everyone in the United States should know about Latin America and its peoples (allow 10 to 15 minutes).

Step 3. Ask different groups to read aloud to the class some of their statements.

Follow-up:

1. Use the following questions for discussion.

    a. How many statements appear to be factually correct?

    b. What kinds of statements did most of the class include? Why?

    c. What is left out of the list? Why?

d. Would a different list be developed by parents? The President? A Latin American?

e. If you could list only four statements, which four would you list? Why?

f. What stereotypes could a person form from this list?

g. Is it better to have no information about a group, or a little information? Give an example where a little information about a group can be a problem.

2. Have the class make up a list of eight statements that they would want Latin American students to know about the United States. Compare the two lists. How are they similar? How are they different?

3. Ask parents and other adults to make a list of eight statements about Latin America. Compare these to the students' lists. How are they similar? How are they different?

4. After completing 3 or 4 activities in Section II, ask students if they would like to change any statements on their list. What changes were made? Why?

5. Do the statements reflect differences or similarities? Can two separate lists be identified--one listing important differences that should be widely known and the other listing important similarities?

Evaluation:

1. Have students check their list for accuracy.

2. The students might show the list to other people and find out how many of the statements were new information to the people reading them.

Handout 3

WE WOULD LIKE TO KNOW

1.

2.

3.

4.

5.

6.

7.

8.

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Title: COLLAGE

Introduction: This can be an ongoing activity for the duration of the unit. The collage will change as new data are gathered and as student perceptions of Latin America change. It is a simple activity, yet it will encourage students to seek sources of information on Latin America, and it will allow students to visually illustrate their changing perceptions.

Objective:

To have students visually illustrate their changing perceptions of Latin America.

Grade Level: 9-12

Time: Length of unit

Materials: Bulletin board, pins or tacks

Procedure:

Step 1. Ask students to collect and bring to class photos, pictures, newspaper clippings, tourist information, etc. which deal with Latin America.

Step 2. With these items, have students form a collage on the bulletin board. Add to the collage as new material is brought in.

Follow-up:

1. Discuss the sources of the material brought to class. What sources have not been used? (E.g. *National Geographic* magazine, Spanish-language publications.) Why?

2. Discuss the types of material (pictures, news articles) that students would like to put into the collage but are unable to locate. Why is this so? What types of information about Latin America do most media sources carry? What types of information are ignored? Why?

3. Allow students to draw their own pictures or devise mock headlines depicting some of the information they want to include in the collage.

4. Write to Latin American embassies for materials for classroom reading and inclusion in the collage.

Evaluation:

Have students check their collage for accuracy in depicting Latin America. What is depicted and why? Is it representative? To what degree?

Title: THE CLASS

Introduction: Before working with activities which explore the four global themes, the teacher may want to have the class engage in a final exercise which explores the nature of *diversity*. The focus of the activity is both on what *is* said and what *is not* said about groups.

Objectives:

To have students identify and list statements about their class and a hypothetical Latin American class.

To realize that a different form of language may be needed than that which students have used previously.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the worksheet (Handout 4) for each group of students.

Procedure:

Step 1. Group students into pairs or trios. Give each group of students a copy of the worksheet.

Step 2. Instruct each group to formulate a list of five statements describing their class and a list of five statements describing a class of students in Latin America.

Follow-up:

1. Use the following questions for discussion.

   a. Do the statements about each class of students (American and Latin American) describe similarities among classmates, differences between classmates, or a combination of the two?

   b. What types of statements are included: age, size, sex, dress, hair or eye color, race or nationality, religion, athletic or academic skills, economic or social standing, etc.? What types of statements were not included? Why?

   c. What observable differences are there between the types of statements made about the two classes?

d. What type of composite can be formed--that is, do the statements form a positive or a negative stereotype for American students? For Latin American students?

2. Discuss whether the statements describe diversity.

NOTE: If not, there has been distortion of the truth or lack of accuracy. We may need to replace the language of stereotypes with a language of diversity. A language of diversity talks about averages, ranges, etc. Here we can introduce students to some basic, useful statistical concepts. We would state that the average (mean) age of a class of students is 12.1 years with the range of ages in the class running from 11.9 to 12.5 years. Similar statistics can be given for height, weight, and a number of other factors. In the language of diversity we might say of the Latin American class that the religious mode is Catholic (90% of the class) but that the religious range includes Protestant, Islamic, and Agnostic students--a much more descriptive statement. Useful concepts would include:

Range - includes all observable cases; e.g., all ages or all hair colors of students in a group being observed or counted.

Mean - the arithmetic average or the sum of the scores divided by the total number of scores.

Median - the point where exactly half of the observable cases lie above and half lie below the point.

Mode - the observation which occurs most frequently; e.g., the most common eye color.

Evaluation:

Have students check their previous statements in light of diversity.

Handout 4

MY CLASS

1.

2.

3.

4.

5.

A LATIN AMERICAN CLASS

1.

2.

3.

4.

5.

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SECTION II

DIVERSITY AND GLOBAL THEMES

The activities in Section II are designed to help students begin to explore and understand the interaction between diversity and global themes. As educators we should encourage students to begin to ask intelligent questions, to appreciate the complexity of the themes involved and to explore and understand the interacting influence between themes.

The main geographic focus of the unit is Latin America. However, given the lack of Latin American data readily available to classroom teachers, some activities focus on areas other than Latin America and provide the opportunity to draw parallels, given what is known about Latin America by the students. Also, parallels can readily be drawn to other geographic areas including the United States.

The activities in this section are grouped into four topics: diversity and communication; diversity and interdependence; diversity and conflict; and diversity and change. A brief paragraph introduces the activities under each topic.

A. DIVERSITY AND COMMUNICATION

Communication, in its broadest sense, encompasses the numerous ways in which people send and receive messages. Communication may also include the manner in which people interpret and react to messages.

Diversity may be defined to include the sum total of observable differences; for example, between peoples, cultures, or social systems.

Title: COMMUNICATION GAPS

Introduction: This activity can be used to illustrate communication gaps which may occur, due in part to cultural diversity, when people from different cultures attempt to communicate, even when that attempt includes the use of a common language.

Objective:

To have students become aware of the existence of communication gaps caused by cultural differences.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the readings (Handout 5) for each student in the class.

Procedure:

Step 1. Give each student a copy of the readings.

Step 2. Instruct each student to read the material. Allow class time for reading, if possible.

Follow-up:

1. Use the following questions for discussion.

    a. What are some reasons that the Spanish language spoken in different Latin American countries might differ? (Influence of different Indian cultures, different immigrant groups, Spanish immigrants originally coming from different regions of Spain, slow growth of regional differences, etc.)

    b. How easy would it be to resolve these language differences? (Relatively easy given a language which is basically the same. Hold a brief discussion to clarify misunderstood words.)

    c. How does the problem of Jim Sikes differ from that of the Hernandez family? (Sikes confronts misunderstanding rooted in cultural concepts rather than language. Whereas Hernandez found that two different Spanish words referred to the same item, Sikes found that the same English word referred to two differing cultural concepts of time.)

d. How easy would it be to resolve these cultural differences? (Relatively difficult. The discussion might attempt to list what Jim Sikes and the Colombian could do to resolve their problems.)

e. How do such linguistic and cultural communication gaps affect us? (International trade and diplomacy daily encounter such problems. Tourists, business people, or military people overseas face the dilemma.)

Evaluation:

Have students discuss with others (such as parents) how such communication gaps can influence their lives.

Further Suggestions:

Invite language teachers in the school district to visit your class and discuss how the language that they teach differs among countries or regions of the same country.

Handout 5

VACATION

The Hernandez family lives in Bogotá, the capital city of Colombia. Colombians generally feel that the Spanish they speak is more like the traditional Spanish of Spain than is the Spanish spoken in any other country of Latin America. Gabriel Hernandez, in fact, believes that the best Spanish in all of Latin America is spoken in the Colombian highlands where Bogotá is located and where he and his family live. The Hernandez family has just returned from a vacation to Central America and Mexico. In planning their vacation, they felt that even if people in the other countries did not speak "good" Spanish, at least it was Spanish. All of the Hernandez family was surprised, then, to discover that many people in each of the countries visited thought that the style of Spanish spoken in their country was the best (purest, most like Spain) in all of Latin America. They were also amazed to discover that, even though everyone spoke "Spanish," the language differed in many small ways between the countries. For example, Claudia Hernandez likes to drink Coke. In Colombia it is considered very bad manners for a woman to drink out of a bottle, and good manners to use a straw. When drinking Cokes in different countries, however, she found she had to describe what she wanted or to use pantomime to act out what she needed because the Colombian word for straw was not known in the other countries. In one country, she found, the word for a straw was "pitillo," in another it was

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"pijita," and in yet another it was "popote." Similarly, when her father ordered a "sifon" (a glass of beer in Colombian Spanish) with dinner one evening, he received a glass of mineral water. After some confusion, he discovered that in the country he was in a glass of beer was a "chopp."

Through a series of such incidents, the Hernandez family came to realize that while the basic aspects of Spanish (like verbs and grammatical rules) were generally the same, many minor differences existed (like differences in nouns). Though most people they met on their vacation spoke "Spanish" it was not always the same Spanish being spoken. Therefore, communication gaps occurred between people who viewed themselves as having similar linguistic and cultural backgrounds.

BUSINESS

Jim Sikes is the new American general manager of Sears--the largest department store chain in Colombia. He has just completed a phone conversation (in English, as it is a major business language around the world) with the president of a Colombian furniture company who hopes to have his furniture sold in Sears stores across the nation. The two men have agreed to meet for lunch at 12:30 Wednesday at a well-known restaurant in downtown Bogotá--the Meson de Espana. On Wednesday, the American arrives at the restaurant at 12:35. At 1:00 the American leaves the restaurant in anger. At 1:10 the Colombian arrives and is puzzled and annoyed to find the

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American gone. What went wrong? Both spoke English, knew the time of the meeting, and the location of the restaurant. What was not communicated, however, was a differing cultural perception of time. The busy American was a polite (his perception) five minutes late. He waited an acceptable (American perception) fifteen minutes and an unacceptable (American perception again) additional ten minutes. Then, not having heard from the Colombian businessman, he left the restaurant to go to take care of other business. The Colombian didn't arrive within the polite ½ hour (Colombian perception) for such a meeting, but he certainly arrived within an acceptable time (Colombian perception again).

The fact that the same language was used by two people from different cultures did not mean that the same information was being communicated by the words used. Miscommunication occurred due to differing cultural perceptions of time and its meaning or value.

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Title: THE ENGLISH LANGUAGE

Introduction: Many people think of Latin America as Spanish-speaking, yet Portuguese is the major language of the largest nation, Brazil. Large groups of people speak Italian, Japanese, and German in Argentina, Brazil, and Chile. Indian languages are found in many countries including Mexico, Guatemala, Uruguay, Peru, Bolivia, and Paraguay. English is spoken by many Puerto Ricans and numerous Blacks living on the coasts of Costa Rica and Panama. Linguistic diversity exists. Even the Spanish language differs from country to country or from region to region within the same country.

NOTE: Given the lack of familiarity with Spanish as a language, it was decided that students could more readily understand communication (linguistic) problems between variants of the same language if English were used as an example. Thus, this activity examines variations of spoken English.

Objectives:

To have students become aware of the differences which arise in the development of a language over time.

To have students realize that cultural diversity influences language and may lead to communication gaps.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the language worksheet (Handout 6) for each pair or trio of students.

Procedure:

Step 1. Give each group of students (grouped in pairs or trios) a copy of the language worksheet.

Step 2. Explain that the words and phrases in the left-hand column are in English as used in Great Britain. The students are

to try and put the same word or phrase in English as used in the United States in the right-hand column.

Follow-up:

1. Discuss possible reasons for the language differences, given that United States English originated with British English (e.g., Indian influence in geographic names, influence of non-English immigrants, differences as new words and phrases are coined).

2. Discuss how the same differences occur in the Spanish spoken in the different Latin American countries (there also, different Indian influences exist, different patterns of migration from other parts of the world occurred, etc.)

3. Note that even though the same general language is used (e.g., English or Spanish), small differences between regions (e.g., Boston and Alabama) or between countries (e.g., Mexico and Argentina) can lead to communication gaps.

4. Discuss what the consequences of such gaps could be for different types of people, for example:

   - a Mexican tourist in Chile

   - a Venzuelan businessman in Colombia.

   - an exchange student from Uruguay studying in Costa Rica.

   - the Argentine ambassador to Mexico.

   - make your own examples.

Further Suggestions:

1. Make up a list of common words in American English, words dealing with types of clothing (swimsuit, sport coat) or specific types of foods (popcorn, watermelon are good ones to use).

2. Write a number of Latin American embassies and ask them for a translation of your word list. Compare the lists from different countries. How many differences are found?

3. Locate in your own community Spanish-speaking individuals from different Latin American countries. Ask them to translate your lists. Again, compare for differences.

Answers to Handout 6 language worksheet:

1. to rent an apartment
2. picnic basket
3. french fries
4. mailbox
5. car salesman
6. car's hood
7. take a vacation
8. to rent a car
9. a stream
10. hungry
11. car's windshield
12. the subway
13. a recreational vehicle trailer
14. a truck
15. gasoline
16. take out (carry out) food
17. horseback riding
18. parakeets
19. busy, occupied
20. call someone by phone
21. very good, excellent
22. freeway, interstate highway
23. cakes
24. "s" curves on a highway
25. detour
26. policeman
27. fill it up
28. hardware store
29. candy
30. elevator

Handout 6

ENGLISH IS NOT AMERICAN

English	American
1. to let a flat	1.
2. picnic hamper	2.
3. chips	3.
4. posting box	4.
5. motor trader	5.
6. car's bonnet	6.
7. go on holiday	7.
8. to hire a car	8.
9. a beck	9.
10. peckish	10.
11. car's windscreen	11.
12. the tube	12.
13. a caravan	13.
14. a lorry	14.
15. petrol	15.
16. take away food	16.
17. pony trekking	17.
18. budgies (a household pet)	18.
19. engaged (an engaged telephone)	19.
20. ring someone up	20.
21. smashing	21.
22. carriageway	22.
23. gautreaux	23.
24. zed curves	24.
25. road diversion	25.
26. a bobby	26.
27. top 'er off	27.
28. ironmongers	28.
29. sweets	29.
30. lift (in a building)	30.

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Title: COMMUNICATION BARRIERS

Introduction: The two previous activities dealt with cultural and linguistic barriers to effective communication. This activity deals with physical, geographic barriers to effective communication. In this activity, students work in small groups with maps of Latin America. Students will be asked to decide how geography affects communication.

Objectives:

To increase student ability to use and to understand maps.

To encourage students to realize that geographic barriers (as well as linguistic and cultural barriers) affect communication patterns.

Grade Level: 9-12

Time: 50 minutes

Materials: Paper and colored pencils, atlases or textbooks with detailed maps of Latin America. Detailed maps are available from many embassies (see addresses in Appendix 1) or may be xeroxed from atlases by the teacher.

Procedure:

Step 1. Divide the class into groups of two or three students (no more then three per group). Students may choose to work by themselves.

Step 2. Give each group a detailed map of Latin America or of individual Latin American countries.

Step 3. Have the groups pick separate countries and draw a map of that country including:

Major cities

Major rivers

Major mountain chains

Jungle, desert (if possible)

Major highways and railroads

Follow-up:

1. Discuss whether one can tell from the maps if geographic barriers hinder communication. For example, problems exist between Manaus, Brazil and Rio de Janeiro, Brazil because there are no good roads from Manaus to Rio. Therefore, communication is by boat down the Amazon, by plane through Brazilia, or by costly telephone. In much of Latin America the quickest travel and communication is by airplane. Roads and railroads are generally not as elaborately developed as in the United States. Some barriers (the Amazon river, the Panamanian jungle) are greater than any faced in the United States.

2. Compare different countries. Which appear to have the fewest geographic barriers? Do these countries have the most developed road and railway systems? If not, why? What other factors might be relevant? (Availability of money, equipment, and engineers; lack of population outside a few centers.)

3. Note that physical barriers may be easier to overcome than cultural barriers if the technology and money is available. In much of Latin America the resources are not available to conquer a number of physical barriers.

Evaluation:

The quality of the work done on the maps may serve as one evaluation of the students' work. You may also have students note three to five ways in which the geography of the Latin American country they investigated differs from that of their own state or of the United States.

Title: NONVERBAL COMMUNICATION

Introduction: It has been estimated that 90 percent of human communication is nonverbal. Though the actual percentage rate may be lower, such an estimate suggests that it is as important to understand the cultural and ethnic variations in behavior, customs, and manners (nonverbal aspects of communication) as it is to learn another group's language or dialect (verbal aspects of communication). Understanding and adjusting to nonverbal variations can mean the difference between successful and unsuccessful communication between diverse groups.

The role-play in this activity is designed to allow students to react to variations in nonverbal behavior and to explore the function of nonverbal communication.

Objective:

To identify nonverbal communication actions and describe the importance and effect of each in a simulated situation.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of role sheets for North American students and Latin Americans (Handout 7).

Procedure:

Step 1. Ask for four volunteers to do the role-play. Explain that the goal of the activity is to learn more about the variety of human behavior that influences communication between diverse groups. The role-playing situation requires four people (two pairs). Preferably, each pair should consist of a female and a male.

Step 2. Give one pair of students a role sheet and ask them to leave the room, study their roles for five minutes, and be ready to return to do their roles when called to do so.

Step 3. Give the other pair of students a corresponding role sheet and instruct them to study their roles and be ready to meet the other pair in 5 minutes.

Step 4. Explain to the remainder of the class that they are to act as observers, noting what specific behaviors are demonstrated by both of the pairs in the role-play. Suggest that they take notes.

Step 5. Bring the two pairs together and ask them to proceed with the role-play. The situation should take no longer than 10 to 15 minutes to act out.

NOTE: An alternative participation mode is to divide the entire class into foursomes and allow the entire class to act out the role-play. Discussion then centers on actual experience rather than the observed experience of other actors.

Follow-up:

1. Were the "American" students able to accomplish their task? Why or why not?

2. How did students "feel" about their respective roles? Were they comfortable or uncomfortable? Shy? Was there too much close contact by members of the same sex (was personal distance between actors too close)?

3. Which of the nonverbal activities would cause the most difficulty for the "average" American? Why?

4. Which of the nonverbal activities would cause the least difficulty for the "average" American? Why?

5. Are there similar differences within the American population? For example, Italian Americans, Greek Americans, Mexican Americans, German Americans, English Americans, Japanese Americans, Afro Americans.

6. What general cultural practices of North Americans might seem strange or even ridiculous to people from other cultures? Which general nonverbal American activities might cause difficulty in cross-cultural communication? (For example, many North Americans or Northern Europeans have a concept of personal body space that differs from that of Latin Americans or Southern Europeans. Whereas a North American considers it "polite" to stand 12 inches or more away from others during conversation, a Latin American considers it "cold and unfriendly." Conversing at a distance of less than 12 inches may seem "warm and friendly" to the Latin American but "rude and pushy" to the North American.)

Evaluation:

During the course of discussion, students should mention that:

a. Nonverbal behavior is an important aspect of communication; it can facilitate or deter the communication.

b. Most nonverbal behavior is an unconscious act.

c. It is important to be aware of both our own nonverbal behavior and that of others in achieving effective communication.

d. Not all Latin Americans would act the same just as not all Americans would react the same--the roles were stereotypes to some degree.

Handout 7

NORTH AMERICAN STUDENTS

You are two American students travelling with a group of students on a school-sponsored trip to a Latin American country. You went out on your own on a Saturday afternoon to go to a soccer game. You now discover that the game cost more than you had expected, so the two of you do not have enough money left for even one bus ticket back to your hotel. There are no taxis available. You can see no other Americans around, so you decide to ask some Latin Americans for help. Your job is to convince two Latin Americans to loan or give you enough money for bus fare back to your hotel--a distance of about 35 miles back to the large city where your group is staying.

You know very little about the Latin American country and the culture of its people. In order to get the money you need, you will have to figure out how to ask for the money. You probably *should not* come right out and ask for money as that might be considered impolite.

Before meeting the two Latin Americans, you decide *what* you are going to say and *how* you are going to say it in order to get your bus fare.

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LATIN AMERICANS

You are two Latin Americans and you have certain ways of doing things. However, it would be rude for someone to ask, "Say, how do you do things?" You think that people should observe your behavior and then respond to it.

It is your custom when meeting someone to shake hands--you shake hands both with males and females. You take their right hand in yours and you place your left hand on their right elbow to shake. It is good manners to *shake* hands for one-half minute at a minimum and then continue to *hold* the person's hand in a shaking position for at least one-half minute before letting go.

It is your custom to be "warm and friendly" when talking to people. That means you want to stand close to them and to keep your head six inches to 12 inches from their head--no further away than 12 inches as that would be acting "cold and unfriendly."

As you talk, you use your hands quite frequently to gesture or to put on the other person's arm or elbow as a gesture of friendliness.

It is not polite to immediately get down to business in a conversation. First, you should be polite by asking (of strangers) who they are, where they are from, what it is like there, what their family is like, how they like your country and its people, etc.

You are about to meet two American students who are travelling in your country. They came out to this stadium to see a soccer game, and now don't have enough money for bus fare back into the city. There are no taxis, no Americans to ask for help, and hitchhiking is illegal. Their job is to convince you to give them or to loan

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them the bus fare to get back to their hotel.

As you talk to them, pretend to be Latin Americans. Do everything that Latin Americans would (as described on your role sheet above). If the Americans cannot figure out your customs and use them also as the correct and proper way to ask a favor, then you should *not* give or loan them the money for bus fare.

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B. DIVERSITY AND INTERDEPENDENCE

Interdependence means mutual dependence, parts of a whole which depend upon each other. This simple definition describes the dependence of individuals upon each other as well as the dependence of nations upon each other. Continuing change in communication and transportation coupled with a growing dependence on trade bind us ever closer together. Interdependence, however, does not necessarily lead to better understanding and cooperation; it also encompasses racism, nationalism, ethnocentrism, increased competition, etc. A major goal of this section is to help students begin to explore the ambiguities of interdependence.

Title: SPANNING THE GLOBE

Introduction: One of the key systems in an increasingly interdependent world is the system of international trade and the steady growth of global or multinational corporations that produce and sell goods in more than one country. This activity is designed to illustrate to students how international trade ties different nations and peoples together.

Objective:

To have students become aware of the pervasive nature of interdependence as exemplified by commerce and trade.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the worksheet (Handout 8) for each group of students.

Procedure:

Step 1. Group students (3 to 4 to a group) and give each group a copy of the worksheet.

Step 2. Explain that international or multinational companies that produce and sell goods in more than one country are listed in the left-hand column. Students are asked to list the country that is the headquarters of each company in the right-hand column.

Follow-up:

1. Give the students the correct answers. Many of these are well-known names, and products from each company are readily available in the United States.

2. Discuss multinational companies. Many companies produce goods and sell them in their own country, and some companies sell goods to other countries. A multinational company generally has production facilities in more than one country and then sells the goods in a number of countries. For example, Volkswagen has factories in Germany, Brazil, and the United States. VW cars and parts are sold in many countries around the world.

3. Discuss why companies may be multinational:

   - to control sources of raw material, e.g., United Fruit Company in Latin America.

   - to control markets, e.g., Volkswagen dealers throughout North, Central, and South America.

   - to take advantage of lower salaries to produce goods. E.g., Zenith is opening a factory in Taiwan where salaries, fringe benefits, and taxes are lower than in the United States, so much lower that even paying freight costs to the United States does not offset the advantage of producing some Zenith parts in Taiwan.

   NOTE: Attempts to control raw materials have led to charges by underdeveloped countries of "exploitation" and "economic imperialism." Attempts by American companies to open factories overseas for products to be sold in the United States have led to charges of "exporting American jobs for the benefit of foreign workers." The issue is extremely complex as students should realize.

4. Ask students to name additional international or multinational corporations headquartered abroad who sell products in the United States, or to name products from other countries which they and their families own or use.

5. Discuss the types of communication problems faced by multinational corporations. For example, Volkswagen prints factory owner manuals in German, Portuguese, and English. Furthermore, the company must alter production practices to fit the cultures (work habits) of different countries, e.g., the culture of Brazil differs from the German culture.

Evaluation:

During the course of the discussion, students should mention that they, their families, and their friends know of and have used the products of some multinational corporations.

Further Suggestions:

Have students check labels of clothing, appliances, etc. at home and make a list of all items from abroad and the country of its origin (parents may help on this task).

Answers to Handout 8 worksheet:

1. Sweden
2. Japan
3. Germany
4. France
5. England
6. United States
7. Switzerland
8. Denmark
9. Germany
10. Italy
11. United States
12. Netherlands
13. England
14. Japan
15. Netherlands
16. England
17. Switzerland
18. Italy
19. Austria
20. Japan
21. Switzerland
22. Japan
23. France
24. England
25. France
26. Switzerland
27. Norway
28. Netherlands
29. United States
30. Soviet Union

Handout 8

SPANNING THE GLOBE

Company	Headquarters
1. Volvo (cars and trucks)	1.
2. Sony (electrical appliances)	2.
3. Volkswagen (cars)	3.
4. Rossignol (ski equipment)	4.
5. Phillips (electrical appliances)	5.
6. Zenith (electrical appliances)	6.
7. Nestle (chocolate)	7.
8. Danske Mobler (furniture)	8.
9. Bayer (medicines)	9.
10. Rumianca (chemicals)	10.
11. General Motors (cars and trucks)	11.
12. Pepsodent (pharmacy goods)	12.
13. Keebler (cookies)	13.
14. Datson (cars)	14.
15. Magnavox (electrical appliances)	15.
16. Lipton (soup)	16.
17. Libby (foods)	17.
18. Fiat (cars)	18.
19. Kneissel (ski equipment)	19.
20. Minolta (cameras)	20.
21. Knorr (soups)	21.
22. Honda (cars, motorcycles)	22.
23. Peugeot (cars)	23.
24. Raleigh (bicycles)	24.
25. BIC (pens)	25.
26. Omega (watches)	26.
27. Bonna (ski equipment)	27.
28. Shell (oil products)	28.
29. ITT (communication)	29.
30. Belarus (tractors)	30.

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Title: TIES THAT BIND

Introduction: Trade and commerce tie most nations of the world together. The energy crises revolving around the dependence of oil-using nations upon oil-producing nations or the world-wide rise in coffee prices as a result of damage to coffee trees in Brazil are only two recent examples in the field of trade and commerce where global repercussions result from events primarily occurring in one or a few countries. The fact that the United States trades with the USSR and China (Cold War antagonists) illustrates another aspect of an interdependent world. This activity is designed to indicate to students how pervasive the ties of trade and commerce are.

Objective:

To become aware of the pervasive nature of interdependence and the role of trade and commerce in an interdependent system.

Grade Level: 9-12

Time: 30 minutes

Materials: Make one copy of the fact sheet (Handout 9) for each student in the class.

Many states have foreign trade directories available in their libraries. The information in the student fact sheet was derived from the Colorado Foreign Trade Directory published by the Denver Chamber of Commerce. The Latin American data are from Economic and Social Progress in Latin America, published yearly in Washington, D.C. by the Inter-American Development Bank.

Procedure:

Step 1. Give each student a copy of the fact sheet, Handout 9.

Step 2. Read over the fact sheet with the students.

Follow-up:

1. Discuss the diversity of products sold by the Colorado companies and the range of countries where the products are sold. (The fact sheet lists only Latin American countries.)

2. Ask the students to identify other American products that are sold abroad and the companies that do the selling. For example, cars: General Motors, Ford, American Motors. Chemicals: Dow, Dupont. Computers: Burroughs, IBM.

3. Present information on your own state or community (check with the Chamber of Commerce) for companies that engage in international trade. List their products and the countries where the sales occur.

4. Discuss Latin American trade patterns. NOTE: In general, Latin American countries export more raw materials (oil, minerals, foodstuffs) than any other product and they import more machinery and high-technology manufactured goods. Through plans for economic development, there is growing export of low-technology manufactured goods (processed food, textiles and clothing, leather goods) and mineral byproducts (chemicals).

Evaluation:

Students should note during discussion that trade involves a large number of very diversified companies, located in different countries, which trade a wide range of products around the world.

Further Suggestions:

As a homework assignment, ask students to write a brief essay on how regional diversity in the United States affects our economic lives as individuals.

Handout 9

AMERICAN BUSINESS – COLORADO

The world is becoming more interdependent. One example is the dependence upon others for international trade. The list below gives some examples of companies in Colorado that trade with Latin America. Colorado was selected because most people do not think of it as a state with large international companies. In fact, while the companies below trade internationally, they are not large in the sense that General Motors or Standard Oil are large. The fact that many small companies trade with other nations makes the point that interdependence affects us all.

The Foreign Trade Directory of Colorado in 1976 listed 335 Colorado companies that exported (sold) goods to other countries. Those listed below are a few examples of companies trading in Latin America.

1. American-Coleman Co. produces aircraft-towing tractors for Argentina, Brazil, and Venezuela.
2. Automated Optics produces cleaning solutions for optical instruments for Mexico and Peru.
3. Beatrice Foods Co. produces agricultural machinery for sale throughout Central and South America.
4. Comex International produces housewares for Brazil and Colombia.
5. Denver Wholesale Florist Co. produces carnations and roses for sale in Mexico and Puerto Rico.
6. Double V. Engineering Co. produces exercise bicycles for Brazil, Mexico, and Venezuela.
7. Dorsey-McComb International produces snack food machinery for sale throughout Latin America.

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8. Krueger Enterprises produces farm irrigation machinery for Bolivia, Colombia, Ecuador, Guatemala, Mexico, Puerto Rico, and Venezuela.

9. Red Comet International produces fire extinguishers for the Dominican Republic, Guatemala, and Nicaragua.

10. Teledyne Water Pik produces water picks and shower massagers for Latin America.

11. Card Corporation produces mining machinery for Central and South America.

12. J. D. Merrefield produces packaging equipment for Argentina, Chile, and El Salvador.

LATIN AMERICAN BUSINESS

The list below gives some examples of what Latin American trade exists and who the countries trade with. This list shows global interdependence due to trade.

1. *Bolivia* exports minerals and ores, agricultural products, and hydrocarbons. The country imports machinery, processed foods, and luxury goods. Trade is with Canada, Australia, the European Common Market countries, the United States, Japan, and other nations in Latin America.

2. *Brazil* exports sugar and coffee, automobiles (Volkswagen), and some manufactured goods. A growing part of Brazil's trade is with other South American countries.

3. *Colombia* exports farm products (coffee, cotton, sugar, tobacco, meat), manufactured goods (textiles, chemicals), and minerals and ores (emeralds, gold). The United States is the single largest trading partner though 40% of Colombia's trade is with Europe. The Andean Common Market (including Colombia, Venezuela, Ecuador, Peru, Bolivia, and Chile) has doubled the amount of Colombian trade with Latin American neighbors in the last five years.

4. *Mexico* exports sugar, beef, cotton, petroleum and its byproducts, clothing, raw materials, and machinery. At least some trade is conducted with every Latin American nation and all members of the European Common Market in addition to the United States, Canada, and some Asian countries.

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5. *Venezuela* exports petroleum (as a forceful member of OPEC), farm products, machinery, and manufactured goods. Venezuela funds some of the projects of the Andean Common Market and uses some of its oil profits to provide foreign aid to other Latin American nations.

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Title: THE BIG TIME

Introduction: Trade and commerce activity tie the nations of the world together. All nations buy and sell goods to one or more other nations. Few nations could maintain their present standards of living without international trade. Some nations, of course, depend more on trade than do others. With a growth of trade has come the development of multinational corporations. Some people fear the strength and power of such corporations. Recent scandals involving payoffs to government officials indicate that at least some companies use extra-legal means to further their own interests. On the other hand, it may be argued that, for all of their shortcomings, multinational corporations provide goods and services demanded by peoples of different nations. Debate concerning the proper role of such corporations and the role of governments in regulating such corporations will continue--in the United States special international conferences, and conferences of government officials and business managers. This activity is designed to indicate to students the financial size and relative financial power of some of the larger multinational corporations.

Objective:

To make students aware of the financial size and relative financial power of multinational corporations.

Grade Level: 9-12

Time: 20 minutes

Materials: Make one copy of the fact sheet (Handout 10) for each student in the class.

Procedure:

Step 1. Give each student a copy of the fact sheet, Handout 10.

Step 2. Read over the fact sheet with the students.

Follow-up:

1. Discuss these statements about the list with the students:

   - There are as many multinational corporations as nation-states.

   - There are two American states and one city.

   - Of the eleven corporations, ten are American and one is Western European.

   - Of the countries, two are North American (United States and Canada), two are Asian (China and Japan), two are from Eastern Europe (USSR and Poland), and five are from Western Europe (Germany, France, Britain, Italy, Sweden).

   - None of the corporations are from the Communist Bloc, Asia, Africa, Latin America, or the Middle East. Why?

   - None of the countries are from among those of Africa, Latin America, or the Middle East. Why?

2. Point out that while Latin American countries recognize the necessity of international trade, people in many countries fear large corporations that wield much more financial power than their own national government.

Evaluation:

Students should state that multinational corporations often have more financial power than many of the nations they deal with. Students should also note that the largest corporations are American.

Further Suggestions:

Write the Economic Affairs Officer at the Embassies of some Latin American nations. Ask for the names of the ten largest corporations in the country, what they produce, and where their principal market is. Compare Latin American countries.

Note: Resource diversity directly affects the products produced.

Handout 10

THE BIG TIME

A growing interdependence in world trade has led to the development of the multinational corporation that both produces and sells products in more than one country. Today, many of these private corporations have budgets (money to invest or spend) which are larger than many countries. The list below shows the 25 largest organizations (countries and corporations) in the world according to their yearly revenues (income). The figures are taken from the U.N. Statistical Yearbook and publications of the U.S. Bureau of the Census.

Organization	Billions of Dollars
1. United States Government	187.8
2. USSR Government	149.0
3. West German Government	54.6
4. British Government	35.0
5. Chinese Government	28.3
6. French Government	25.1
7. General Motors Corporation	24.3
8. Japanese Government	19.8
9. American Telephone & Telegraph	15.7
10. Italian Government	15.5
11. California State Government	15.4
12. Standard Oil Corporation	14.9
13. Ford Motor Company	14.8
14. Polish Government	14.5
15. New York State Government	14.4
16. Canadian Government	11.9
17. Royal Dutch/Shell Oil Company	9.7
18. Sears Roebuck and Company	8.9
19. General Electric Company	8.4
20. IBM Corporation	7.2
21. Chrysler Corporation	7.1
22. Swedish Government	6.9
23. Mobil Oil Company	6.6
24. New York City Government	6.4
25. Unilever Corporation	6.0

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Title: INTERVIEWS

Introduction:

Frequently when a class invites a speaker, the speaker shows slides or artifacts, makes a speech, and has time for a few questions. The students leave the class with limited information which may or may not answer questions they want to discuss. This activity is designed to force speakers to directly address specific questions which are relevant to interdependence.

Objectives:

To present students with "expert" views of diversity and interdependence in Latin America.

Grade Level: 9-12

Time: One-half class period to formulate questions
One class period for speakers
One-half to one class period to discuss speakers' responses

Materials: None. You will have to formulate a letter and list of questions to furnish speakers at least three to four days before they meet the class.

Procedure:

Step 1. Locate speakers--you may want to pick more than one. Possible sources would be corporations in your area that trade with two or more Latin American nations. Invite the director of overseas sales, universities in the area with students from Latin America, the Consul of a Latin American consulate in your area, or the International House in your town may have Latin American members.
Note: It is preferable to locate at least one Latin American who maintains contact with or travels to Latin America periodically.

Step 2. Once a speaker is confirmed for a set date, assist the students in making a list of specific questions they want the speaker to answer (see question guide).

Step 3. Provide the guest speaker with the list of questions a few days prior to his or her appearance. Tell him or her you do not require general information about a specific

corporation or country, but you do want a session devoted to the questions provided.

Step 4. The day before the speaker arrives, briefly review the questions with the class.

Question Guide:

Questions should center on *diversity* and *interdependence*. For example, a Latin American student could be asked to detail differences between his or her country and other Latin American countries (perhaps two bordering nations). Some interesting topics about diversity include geography and natural resources, farm and industrial production, racial mix of Indians and immigrants, major languages spoken other than Spanish, outstanding cultural traits, clothing, and food. The speaker could also be asked to describe interdependence in the form of communication, trade, and travel.

Debriefing:

1. Discuss the speaker or speakers:

   - Did they provide adequate answers? If not, why not?

   - Did the speakers speak for "himself or herself" or try to speak as the representative of a group?

   - Was the information provided also readily available elsewhere?

   - Can you check this information with other sources? If yes, which sources?

   - What additional questions would you now pose to the speaker (or a similar speaker)?

2. Discuss whether or not the information provided new insight regarding diversity in Latin America and how diversity might influence interdependence.

Evaluation:

Have the students write five statements that begin with the phrase: "*I learned from the speaker that. . . .*" Do the statements appear to reflect changed attitudes or increased understanding of diversity and interdependence?

Further Suggestions:

1. If additional questions are generated by your discussion, ask a second visitor to answer them or write a letter to the first visitor.

2. Compare answers made by different speakers to the same questions. Discuss why the responses are similar or different.

Title: COMMUNICATION AND INTERDEPENDENCE

Introduction: Communication across cultural or national boundaries is an indication of interdependence. Communication is indicative of many types of interdependence such as trade and commerce, literary and scientific exchange, personal friendship, educational and vocational interest, leisure, etc. This activity is designed to give students an idea of the magnitude of communication in an interdependent world.

Objectives:

To illustrate the magnitude of cross-cultural or cross-national communication in an interdependent world.

To teach students some ways of gathering and comparing data.

Grade Level: 9-12

Time: One-half class period to formulate questions and make assignments.
One-half class period to report on and compare results.

Materials: List of questions (developed in class) for student use in conducting survey.

Procedure:

Step 1. Formulate lists of questions (see question guide) for different organizations or groups. Organize questions for each organization into a questionnaire.

Step 2. Assign a small group of students to work on each questionnaire. The data gathering can be done after school, on weekends, or during class if a telephone is available for use.

Step 3. Have students report their answers to the class. Summarize data on the chalkboard.

Question Guide:

A wide range of questions and target groups are available.

1. Neighbors--How often have you traveled outside the United States? Where have you gone? Why did you go? How did you travel?

2. Travel agencies--How many overseas tickets have you sold in the last year? What is the breakdown by country or area of the world? Check as many agencies as possible. If they don't have readily available data, ask them to make estimates.

3. Airlines--To how many countries do you fly? To which countries do you fly? How many tickets to overseas locations has this office of the airline sold in the last year? How many overseas flights of your airline leave the United States each day? How many foreign airlines (e.g., Mexicana, Avianca) have ads in the Yellow Pages of the telephone directory in your city?

4. Foreign consulates--How many foreign consulates are located in the capital city of your state? What are the duties of the consuls? How many Americans do they see on consulate business each month?

5. Post office--Can they estimate the amount of mail to overseas locations each month from this post office? From the town or city? Can the post office identify any one country (e.g., Mexico) or area (e.g., Latin America) that seems to receive more mail than other countries or areas?

6. Television--How many programs (on all available channels) in one week either deal with a foreign country or are set in a foreign locale? Which countries? Call the stations and use T.V. guide. Cover all networks' national evening news for three nights. Which foreign countries are in the news? Why?

7. Radio--Is there a foreign-language radio station in your area? Is there a Spanish-language radio station in your area? If so, do programs come from overseas or are they produced in the United States? How many listeners does the station think that it has?

8. Newspapers--Monitor the local paper for three days. Which foreign countries are in the news? How often? Why? Is the news positive or negative?

9. Magazines--Look at *Time*, *Newsweek*, *National Geographic*, etc. Which foreign countries are in the magazines? Why? Are the articles positive or negative? What are the articles about?

10. Newsstands--Check the largest newsstands in town. Do they carry newspapers or magazines from other countries? If so, from which countries? How many are sold each month?

11. Students--How many students in class speak or understand a language other than English? Where did they learn it? How many have relatives living in another country? Which countries? Do the relatives visit the United States or does the student's

family visit or correspond with the foreign relatives?

Follow-up:

1. In class, tabulate and compare data gathered by students. Comparisons may utilize the statistical concepts introduced in Section I.

2. Point out diversity and interdependence indicated by the data gathered.

3. Discuss how to gather similar data for Latin America. For example, write airlines in Latin American nations, write embassies to see how many visas they issue and to whom, check the local public or university library for Latin American newspapers and monitor them.

4. Discuss whether or not you would expect to collect similar data regarding the level of communication in a city located in Argentina the same size as your city. Mexico? Bolivia? Why or why not?

Evaluation:

Students should indicate a new awareness of the degree of interdependence and the utility of communication as an indicator of interdependence.

C. DIVERSITY AND CONFLICT

Conflict is a basic part of everyday life. It may involve verbal or nonverbal, physical or nonphysical actions; it may revolve around means or objectives; it may be violent, nonviolent, or involve aspects of both. As it is encountered daily, we must all learn to deal with conflict effectively. We must indicate to students that conflict can lead to compromise and innovative solutions to problems as readily as it can lead to escalating tensions and unresolved problems. A realistic view of conflict would then encompass both its positive and negative aspects.

Title: CONFLICT IS. . .

Introduction: Conflict is frequently seen as (1) negative or bad, (2) leading to physical violence, and (3) involving anger and unwillingness to reach compromise. This activity is designed to make students aware of the range of potential conflicts and diversity of possible roles in conflict situations.

Objectives:

To make students aware of the range of conflict.

To make students aware of positive and negative aspects of conflict.

To make students aware of diverse outcomes of conflict.

Grade Level: 9-12

Time: 50 minutes

Materials: Paper and pencils for students.

Make a list of mock newspaper headlines (Handout 11) for each student.

Procedure:

Step 1. Distribute pencils and paper to students. Ask students to draw a picture of conflict (take five minutes for this).

Step 2. Tape the pictures on walls and let students view them (allow about 10 minutes).

Step 3. Distribute the mock headlines (Handout 11) to students. Read the headlines aloud.

Follow-up:

1. Ask the class to name the different types of conflict illustrated by their drawings and list the types on the blackboard. Some types are physical-nonphysical, verbal-nonverbal, and individual-intergroup. What types of conflict were not illustrated? Why not?

2. Discuss the mock newspaper headlines. What types of conflict are described by the headlines? List the types on the blackboard. Compare this list with the list derived from student drawings.

3. Ask the students to list:

   - Conflicts prevalent in the news

   - Conflicts they personally have had in the last week

   - Conflict they have heard of involving Latin America, e.g., communism in Cuba, Panama Canal treaty, Puerto Rico independence

   Stress that everyone encounters conflict by reading about, hearing about, or taking part in it each day. People try to identify it, understand it, and learn to cope with it in a positive manner.

Evaluation:

During discussion, students should indicate a new understanding of the diverse range and many aspects of conflict.

Further Suggestions:

1. Have students create their own mock newspaper headlines about conflict in their school. Discuss what was included in the headlines and why. Discuss positive steps that could be taken to resolve such conflict.

2. Write to Latin American embassies and ask them to tell you one conflict with another Latin American nation which was satisfactorily resolved during the past year. Ask them to name an outstanding conflict with another Latin American nation which remains to be resolved. Ask what is presently being done to resolve that conflict.

Handout 11

HEADLINES

Below are some mock newspaper headlines. They are not taken from real newspapers, but they do concern real events and could be similar to headlines printed in Latin American newspapers during the past year.

1. The next step in the conflict between bus drivers and the mayor of Bogotá, Colombia is likely to be a strike.

2. Last week the conflict between leftist radicals and government forces in Argentina erupted in violence leaving six dead.

3. The border conflict between Chile and Peru worsened last week with an exchange of heated diplomatic notes.

4. The conflict between the Liberal and Conservative parties ended with yesterday's election giving the conservatives control of the city council of Barranquilla, Colombia.

5. The conflict between Panama and the United States diminished in October when an initial agreement was reached on a new canal treaty.

6. In their struggle for survival, the wildlife of the Amazon River Basin are in constant conflict with the demands of human society.

7. In the latest conflict, the environmentalists were defeated by the forces who wish to develop the interior of Brazil.

8. In the regional soccer cup playoff, the longstanding conflict between Argentina and Uruguay ended with the Uruguayan team the victor again.

9. Following weeks of often heated conflict, the members of the Andean Economic Group have agreed to a common set of rules for importing goods from countries outside the members.

10. The Brazilian government dismisses the idea of a conflict between the need for development and the need to reduce pollution--development is of primary importance to the government.

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Title: DISCOVER CONFLICT

Introduction: This activity is a data collecting activity. One purpose of the activity is to encourage students to continually identify and collect new information. The activity allows students to explore possible sources of new information. It will give them practice in analyzing and evaluating diverse data.

Objectives:

To identify data sources, collect data, and analyze data.

To evaluate sources of data for accuracy, usefulness, and validity.

Grade Level: 9-12

Time: One-half class period to make assignment
Four days for data collection and compilation
One class period discussion and analysis

Materials: Make one copy of the Discover Conflict Assignment Sheet (Handout 12) for each student on the day the assignment is made.

Make one copy of the evaluation sheet (Handout 13) for use in class at the end of the activity.

Procedure:

Step 1. Explain that there are two parts to the activity: (1) a scavenger hunt and (2) an evaluation of the data collected.

Step 2. Explain that the idea of a scavenger hunt is for each team (within the time limit) to collect as many items (data) as they can. The team that collects the most is the winner.

Step 3. Ask students to form teams with four or five students on each team. Pass out the rules and search list, Handout 12. Tell the class that they have four days to gather data. At the start of class on the fifth day, the hunt is over.

Step 4. On the fifth day, tally the data. Declare a winning team if you feel that is necessary.

Step 5. Hand out the evaluation worksheets, Handout 13, and have the teams complete them.

Follow-up:

1. Have a representative from each team briefly describe what they collected. What was the most interesting piece of data? Why? What was the most useful piece of data? Why? What item best indicates diversity? Why?

2. Discuss any data that would be useful but that could not be found. Where could such data be found if more time were available?

Evaluation:

The evaluation worksheet responses will indicate what information students gained from the hunt. In addition, the amount of material collected would be an indication of student interest and involvement in the activity.

Further Suggestions:

1. Place the collected material in a notebook for further reference.

2. Use some of the material to make a collage on the bulletin board.

3. Build a file on Latin America and add material over time. At the end of the school year, evaluate the new material.

Handout 12

DISCOVERY: A SCAVENGER HUNT

Rules:

1. No stealing is allowed.
2. Students taking pages out of library books or magazines or stealing materials from stores will be disqualified and forced to pay for any damaged or stolen item.
3. Students may go anywhere in the city to obtain information. Cameras and tape recorders may be used. Typed or written summaries of television or radio programs are acceptable. Hand-drawn maps of good quality are acceptable.
4. Sources of all data should be recorded.
5. All data must be in the classroom at the start of class on the fifth day.

Items to Collect:

1. Maps showing where Latin Americans live.
2. Map showing where minerals are located in Latin America.
3. Articles from newspapers dealing with either diversity or conflict in Latin America.
4. Articles from magazines dealing with either diversity or conflict in Latin America.
5. Pictures indicating diversity in clothing, physical characteristics, or culture in Latin America.
6. Stamps from two or more Latin American countries.
7. Postcards from two or more Latin American countries.
8. Photographs from two or more Latin American countries.
9. Record of music from Latin America.
10. Notes on television or radio programs/news dealing with either diversity or conflict in Latin America.
11. Interview with an American who has visited Latin America--the interview should note diversity or conflict observed.
12. Interview with a Latin American--the interview should note diversity or conflict between two Latin American countries.
13. Pictures indicating physical, geographical, or economic diversity or conflict in Latin America.
14. Greeting cards with stereotypes of Latin America.
15. Copies of advertisements with stereotypes of Latin America.
16. Pictures and descriptions of famous Latin Americans involved in conflict--description should state the type of conflict and role of the person.
17. Clothing or artifacts from Latin America indicating diversity.
18. Recipes from two or more Latin American countries that indicate food diversity.

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19. Copies of statements made by Latin American leaders dealing with conflict or communication.
20. Data indicating trade between Latin American countries.

Five additional items of your choice that relate to diversity, communication, interdependence, or conflict in Latin America.

Remember: You will not find all items. Get as many as you can.

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Handout 13

EVALUATION WORKSHEET FOR DISCOVERY

1. What information did you discover that confirmed a perception you already had of Latin America?

2. Was the source of this information reliable?

3. What was the most interesting thing that you discovered? Why?

4. Can you find two items of data in your collection that say opposite things about Latin America? List the sources and the differences discovered.

5. If you did find conflicting information, try to explain in a few sentences why the information was conflicting.

6. Which item of information gave you the most useful new information? Why?

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Title: CONFLICTING VIEWS

Introduction: In every society there is a wide range of existing or potential conflict situations between individuals and groups. Controversy surrounding "land reform" is one example of a conflict which today exists in most Latin American nations. This activity is designed to give students a view of an actual conflict situation in a Latin American setting.

Objectives:

To be exposed to a verbal, nonviolent conflict situation similar to what is occurring in numerous government councils around the world.

To realize that a lack of communication can contribute to conflict.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the reading (Handout 14) for each student.

Procedure:

Step 1. Give each student a copy of the reading.

Step 2. Read through the handout with the students. (An option is for the teacher to read the scene-setting lines and allow students to read aloud the lines of different characters.)

Follow-up:

1. Use the following questions for discussion:

   a. How many conflicts can you find in the reading?

   b. Who is involved in each?

   c. What is the basis of each conflict--differing values, attempts to maintain status or power, or desire to gain resources?

   d. Are communication problems involved? If so, how?

e. Can conflict be positive or healthy? How? Point out that conflict may lead to an understanding of another viewpoint and ultimately to problem resolution.

f. Is conflict a natural part of everyone's daily life?

2. Discuss ways to resolve conflict:

a. *Violence* is the most extreme form of resolution and frequently is used as a desperate "last resort."

b. *Cooperation* occurs when opposing sides in a conflict become aware that both have more to gain (or less to lose) by cooperating rather than continuing the conflict.

c. *Compromise* requires that both parties to the conflict give up something or forego some gain. It is frequently an aspect of cooperation.

d. *Stalemate* (truce) occurs when both sides realize that it is too costly to continue the struggle, even though the conflict has not been resolved.

e. *Retreat* (withdrawal) occurs when one party to the conflict decides that it is too costly and retreats from the strife, perhaps allowing the opponent to gain.

f. *Arbitration* occurs when those engaged in conflict realize that it is too costly to continue yet cannot themselves reach a compromise. A third party decides the issue, e.g., a labor arbitrator in a strike situation or a judge in a court case.

3. Ask students to list (write on the blackboard) conflicts occurring within the last week in the United States their state, their city, or their school. If that conflict was resolved, how was it resolved?

Evaluation:

Have students write a homework assignment describing two different types of conflict situations involving Latin American nations. It should focus on what means, if any, are being utilized to resolve the conflict. Allow three to four days for the assignment so that students can use a library, *Time, Newsweek, U.S. News & World Report, Christian Science Monitor*, local papers, etc.

Further Suggestions:

Invite a graduate student or professor from the local university who specializes in Latin America to visit the class. Ask the person to

discuss a few (two or three) of the major conflicts in the area today and, if possible, to relate how diversity (of culture, class, etc.) affects the conflict.

Handout 14

CONFLICTING VIEWS

In many Latin American nations today, the question of *land reform* is an important public issue. Peasants (people who work on farms but do not own any land or own farms too small to adequately support their families) call for land reform and are often supported by students, some economists, etc. Large landowners oppose reform frequently and are often supported by businessmen, other economists, etc. In general, land reform includes:

- demands for more loans to farmers with small farms, and for loans with low interest rates;
- the government buying or taking land from wealthy landowners and giving it or selling it cheaply to those without land or with very small farms;
- the government providing better roads, schools, and market-places in rural areas;
- the government providing classes on better ways to grow crops and financial help to buy fertilizer or new types of seeds.

As with most conflicts, both sides feel that they are partially (if not totally) in the right. The large landowners argue that the land is theirs to do with as they please, and some argue that their use of modern techniques and equipment produces more than do small farms--and that the countries with their growing populations need the extra farm produce. A different view held by peasants is that large landowners frequently got their land illegally, use their political and economic power to exploit the peasants, and generally do not make the best use of the land to produce the crops that the country needs.

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The conversation described below could have happened in a number of Latin American countries. The people involved are members of a special committee set up by the federal government to look at the question of land reform.

Committee Members:

1. Camilo Hernandez - National Peasant Union President
2. Padre Torrijos - A priest from a lower-class urban parish
3. Don Antonio Alvarez - Head of the Department of Agriculture
4. Don Jorge Mejia - President of the Landowners Association

Camilo Hernandez sat at the conference table warily watching the other committee members. As the representative of the National Peasant Union, he felt uneasy with a group where he felt only he represented the peasantry and most other members represented the large landowners. Even Padre Torrijos, he thought, isn't for us--he represents the Church's attempt to help the urban workers and their needs aren't peasant needs.

Don Antonio Alvarez was standing near the head of the conference table. Casually, he asked Don Jorge Mejia, "How is your new project going?"

"Poorly!" Don Jorge replied curtly. "Your Department of Agriculture people aren't as helpful as I might wish."

"As you know," Don Antonio said defensively, "Ours is a small staff and budget. We would like to be in a position to do much more."

"After all," added Padre Torrijos, "our main effort must be to industrialize, to provide jobs in urban areas where people can't fall back on the land for a living--though we can't forget the problems of the rural areas."

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As always, thought Hernandez, the urban problem--the urban problem. He added, "Without land reform, the peasantry doesn't have land to fall back on either and starving in the countryside is no nicer than starving in the city."

"True," agreed the Padre. "We must have land reform but not at the expense of the urban workers. If the peasantry and workers cooperate, they should both be able to get part of what they want."

"Agreed," said Don Antonio. "If we all work together we can resolve our problems. We can achieve some land reform without hurting those large landowners who use their farms effectively and help the country's economy."

"It is not only a question of effectiveness but of rights," interjected Don Jorge. "I own my farm and should be free to do with it what I want. The government shouldn't have the right to decide what I grow or if I grow it effectively."

"You farm your land," said Camilo Hernandez, "but what of those who live in the city and only visit their land on the weekend? Most of them use their farms to raise riding horses, or to display their wealth, or to avoid taxes. They don't produce crops to feed our hungry or to sell to other countries. They do nothing. Is it okay that they have so much land while peasants have so little--peasants who would produce the crops we need?"

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Title: BOUNDARIES

Introduction: Boundaries are frequently a cause of conflict. In Latin America today there is conflict over boundaries: between the governments of Ecuador, Colombia, and Peru on their boundaries in the Amazon River area; between Guatemala and Belize; between the Brazilian government and Indian tribes living in the Amazon forests; between urban and rural dwellers; between rich and poor people; and between industrial and nonindustrial nations. Boundary conflict may then represent a wide range of conflict involving physical boundaries between countries, social classes, spheres of economic interest, etc.

Objective:

To explore the existence of boundaries between people, groups, and nations.

Grade Level: 9-12

Time: 50 minutes

Materials: "The Hat: Is This War Necessary?" A film distributed by McGraw-Hill and accompanied by a guide prepared by McGraw-Hill and the World Law Fund.

Procedure:

Step 1. Have your library or media center obtain the film for you.

Step 2. Show the film to the class.

Follow-up:

1. Discuss the film, utilizing its accompanying guide.
2. In addition, discussion should include:
   - how communication played a role (or didn't play a role)
   - how growing interdependence affects boundaries

- how boundary conflicts can escalate due to diversity

3. Have the class use the library (go to a public library if necessary) and compile a list of boundary conflicts mentioned in the news during the past month. Have students explain each conflict, e.g., control of the Panama Canal may be defined as a boundary conflict.

Evaluation:

Have the students write a paragraph that compares the film to a conflict in their school or community.

Further Suggestion:

A number of other excellent films dealing with conflict are on the market. You might consider:

"The Hangman" (McGraw-Hill)

"The Little Island" (McGraw-Hill)

"The Giants" (Sim Productions)

"The Rude Awakening: Brazil" (McGraw-Hill)

Title: CONFLICT STRATEGY *

Introduction:

Conflict strategy occurs when each participant to the conflict strives for the greatest advantage in situations where the outcome depends both on their own actions and the actions of others. This activity simulates a simple conflict situation in which pairs of students take action roles that can be observed by the rest of the class. It is a simple experiment in conflict behavior.

Objectives:

To be exposed to a simulated conflict situation where different actions lead to different outcomes.

To be exposed to a conflict situation where the greatest benefit to both parties results from cooperation.

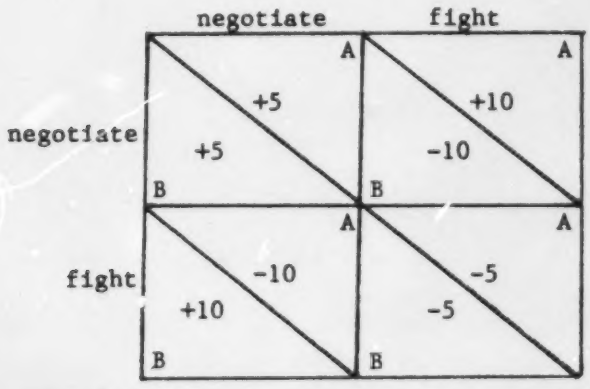
Grade Level: 9-12

Time: One class period

Materials: Make two signs. Each sign has the word "fight" on one side and "negotiate" on the other.

Procedure:

Step 1. Before starting, make sure that the class understands the situation, the alternative choices, and the possible outcomes. Draw the matrix on the board to illustrate the consequences of each set of choices by participants.



A. first participant

B. second participant

*Adopted from "Games of Strategy," *Conflict/Conflict Resolution* by Tish Busselle (Center for Teaching International Relations, 1972) p. 11.

Step 2. Select two students to be participants in the conflict. (the participants will sit in front of the class with their backs to each other.)

Step 3. Explain that the participants represent (A) the head of a large Latin American labor union and (B) the president of a large Latin American company. They are meeting with the President of the country to resolve a labor problem that threatens the economic stability of the country. If:

- they both negotiate, then the President can act as arbitrator and give something to both sides.

- they both fight the President, he will become mad and use his powers to force both sides to capitulate to his decision.

- one side fights and the other side tries to negotiate, the President will take the easiest course of action and give in to the belligerent party.

The only two courses of action available to the participants are to "fight" or "negotiate."

Step 4. Have the two students take their seats at the front of the room and (without talking to each other) decide what to do. At your command, they indicate their decisions by flashing their cards to the class.

Step 5. Record the outcome on the blackboard. For example:

Union leader	+5	-5	0	+10	-5	
Industrialist	+5	-5	+10	0	-5	

Step 6. Continue the game for five rounds.

Step 7. Pick two other students to play the game. Record the following game on the blackboard also.

Follow-up:

1. Use the following questions for discussion:

   a. Did the participants lock into a pattern? If so, why?

   b. How realistic is this conflict in real life?

   c. How did each participant feel toward the opponent?

   d. This was tacit bargaining. How often does it occur in real life?

e. Is a bargaining situation where opponents can communicate openly more realistic than others?

f. If one participant always decides to "fight," how can the other participant minimize losses?

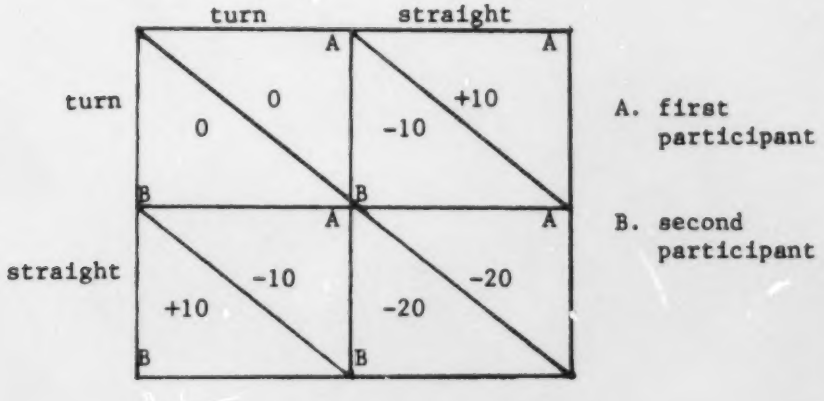
2. Discuss situations in Latin America that can be discussed in a format using the conflict strategy. For example, the Cuban Missile Crisis, and the Panama Canal Treaty Negotiation.

Evaluation:

During the discussion, students should point out that both sides will consistently gain the most through a strategy of cooperation.

Further Suggestions:

1. Discuss (rather than play) another conflict strategy. Whereas the first strategy was to cooperate, this strategy assumes noncooperation. Compare the two strategies. What is the result if, in a conflict between two Latin American nations, one follows the first strategy and the other follows the strategy of noncooperation.



2. Make two signs. Each sign has the word "turn" on one side and "straight" on the other.

Use the Cuban Missile Case as the example. One student represents the United States, the second student represents the USSR.

Turn: USSR ships turn back, United States doesn't fire on USSP ships

Straight: USSR ships continue traveling to Cuba, United States fires on USSR ships

D. DIVERSITY AND CHANGE

Change occurs daily in everyone's life. In fact, it has been argued that the pace of change is accelerating, so rapidly that individuals and groups are finding it increasingly difficult to understand and control change. In Latin America, as elsewhere, change is rapid and pervasive. It includes high population growth, rapid urbanization, growing industrialization, growing pollution and other environmental problems, rising literacy levels, and rising expectations.

Title: CHANGE?--PROVE IT

Introduction:

Most people admit that change occurs but they don't take the time to really understand the degree to which it occurs, how it can affect them as individuals, or how it affects their community or nation. This activity gives students the opportunity to prove to themselves how change is occurring.

Objective:

To present information before the class to support the assumption that "change occurs--and it affects us all."

Grade Level: 9-12

Time: Out of class time for research
One class period for presentation and discussion

Materials: None. Students will need access to the public library.

Procedure:

Step 1. Ask students to what degree "change" affects: them as individuals, their community, their country. Let them express their opinions.

Step 2. Tell the students that, for the time being, you would like them to work under the assumption that change occurs and is pervasive (affects us all).

Step 3. Group students (two to four to a group). Tell them that the groups have three days to collect information. One person from each group will present its findings to the class. Assign one of the following tasks to each group:

- Change in the community and its effect, e.g., urban development or renewal.
- Change in the state and its effect, e.g., population growth.
- Change in the United States and its effects, e.g., energy situation.
- Change in different Latin American countries and its effects, e.g., urbanization.

Follow-up:

1. After groups make their reports to the class:

    a. Discuss what change they looked at and why.

    b. Compare the types of change looked at.

    c. Compare the effects of change reported.

Evaluation:

Have each student write a paragraph describing what they would view as a "desirable" change and its possible effect.

Title: THE CITY

Introduction: Increased urbanization is a change occurring throughout Latin America as more people leave the rural areas for towns and cities. This exercise is designed to allow the students to look at urban migration in Latin America as a phenomenon associated with interdependence, conflict, and change. The exercise helps students realize how the global themes interact with each other.

Objectives:

To encourage students to explore the various aspects of change as they influence individuals.

To enable students to realize the manner in which global themes interact with each other.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the reading (Handout 15) for each student.

Procedure:

Distribute the reading, Handout 15, and allow students to read the two letters.

Follow-up:

1. Use the following questions for discussion:

    a. How is interdependence reflected in the two letters? How has interdependence affected Lydia and her family? How do the views of the two girls differ regarding what interdependence means for them and their country?

    b. What conflicts can be discovered in the letters: differing view of what the urban scene is like, differing career goals, differing view of Americans and American companies, fathers' disagreement, etc.?

    c. What change is illustrated by the letters: geographic change, economic/employment change, career objective change, cross-cultural awareness change due to "seeing" an American, etc.?

2. How do you think Lydia will respond to Myriam's letter? How might Myriam respond to Lydia's letter?

3. How do you think the diversity between urban and rural life styles will affect the girls' futures? What factors are important ones to consider?

Evaluation:

Have the students write an answering letter for one of the girls. How do they address the issues raised in class discussion?

Further Suggestions:

1. Find someone who has moved to your area from a rural area (or an urban area if you are in a rural one) and ask them to tell the class about their experience: difficulties, new insights, benefits, etc.

2. Find someone from another country (preferably in Latin America) and ask that person to tell the class about their moving experience: why he/she decided to move, why he/she chose to go where they did, benefits of the move, difficulties encountered, etc.

Handout 15

THE MOVE

Throughout the countries of Latin America, people are leaving the rural areas and moving to towns and cities. They have many reasons for moving. One of the most common reasons is to find a better job.

The following two letters were exchanged by two teenage friends. Lydia and her family recently moved to a large city where her father found a job with an American multinational corporation. Myriam still lives on a very small farm near a village with a population of 80. Myriam's father is the vice president of the local peasant union. The letters were sent at about the same time, each person is now waiting for a reply.

Querida Lydia,

Already I miss you very much. School will not be nearly as much fun without you there. Even though you are gone, I still want to do what we had both planned--to finish 6th grade at the school in the village and then become a teacher. Senora Vertona still wants me to become a teacher and maybe I can have her job if she moves to Medellin to help take care of her brother's children.

My father is still angry. He thinks people should stay here like I am going to do and make it a better place to live. He thinks that, if the peasants support the union, they would be able to force the government to make a land reform. Then everyone would

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own a farm and the government would help build better roads and schools and things. Dad thinks your father is a traitor to the peasants for leaving and a traitor to Colombia for taking a job with the Americans. They are so wealthy because they take our money to support those big companies of theirs.

Everything else here is the same. It has been raining a lot and a mudslide blocked the road to the village for three days. It would have been a long time if we waited for the government to fix the road, so Dad organized the members of the peasant union and they fixed it themselves. The priest is coming to the village next Sunday to do First Communion for the kids and there will be a big dinner and party afterward like we always have. Do you remember our First Communion party last year?

If my father gets a good price for his crops, maybe I can come to the city to visit you next year. I would like to see all of the stores and things and go to the movies.

Tu amiga,

Myriam

Querida Myriam,

At first I really missed the village--everything here is so big and so busy. I like it now though, but I miss you even though I have two new friends here in the barrio (the community). We have a nice apartment with electricity, water, and everything. One of my friends even has a television in their apartment and I got to

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watch it. It's like going to the movies right in your own house. Lots of the people in the barrio came from the country and they are friendly. All of the people are not cold and unfriendly like you said they would be in the city.

My father is still sad that your Dad was so angry about us leaving, but my Dad still thinks he was right. He couldn't support us there and the peasants aren't strong enough to make the politicians give us land reform. My Dad likes his new job and it pays a lot, though things here cost more than they did back home. Dad doesn't think it's so bad to work for the Americans as the one he met was really nice. Most people in the company are Colombians--even the foremen and store managers. Dad is learning a lot working in the warehouse and hopes that he can be a foreman someday.

The city is amazing. There are hundreds of theaters and restaurants and stores with things I never even thought of before. There are even buildings 20 floors tall like those we saw in that movie once. I want to work hard in school so I can go on to the colegio (secondary school). Dad said that if I can learn English, I could really get a good job as a bilingual secretary. A Peace Corps volunteer teaches English in our school. He is a very nice person though English is a very hard language with strange rules--you get "in" a car or taxi but get "on" a bus or airplane.

I hope you can come visit sometime. You could stay with us and even go to school with me. You would love the city--it's so big and exciting. Please write and tell me how everything is back home. Please tell Senora Vertona "Hi" for me at school.

Tu amiga siempre, Lydia

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Title: DATA

Introduction: One way of looking at change is to compare data between two points in time. The data provided in this activity are taken from the 1976 report of the Latin American Development Bank in Washington, D.C. The United Nations and the United States government documents available in many public libraries or universities are excellent sources of data for follow-up assignments. This activity is designed to familiarize students with some readily available indicators of change.

Objectives:

To familiarize students with the strengths and weaknesses of government data as an information source.

To enable students to explore change in Latin America through the interpretation of data.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the Latin American Data Sheet (Handout 16) for each student in the class.

Procedure:

Step 1. Distribute the Latin American Data Sheet, Handout 16. Read the footnote with the students to make sure that they understand what the data are.

Step 2. Allow students a few minutes to glance at the data.

Step 3. Divide the students into five groups and assign each group a data topic (e.g., literacy rate) to explore. For each topic, ask students to list by country:

a. The smallest or lowest number in 1976.

b. The largest or highest number in 1976.

c. The largest change between the two years for which data are presented.

Step 4. Have a representative of each group present conclusions to the class. Record the results on a blackboard.

Follow-up:

1. What is the range (lowest and highest numbers) for each of the five topics? Where do the rest of the countries fall within this range? Is any one country much higher or much lower than the rest? If so, why might this be?

2. What is the general trend for each of the five topics between the two years for which data are presented? What changes can we assume might follow from these trends? For example, growing population and urbanization affect housing patterns; the labor market.

3. If you could locate the data readily, what data would you want to gather for these two years to indicate important change? Why? What would that data tell you? Data might include:

   - population per square mile.

   - number of people finishing elementary, secondary, and collegiate education.

   - number of doctors per 10,000 population.

   - number of women in the labor force or holding political office.

   - top five exports by amount earned per year.

4. Discuss the limitations of data. Emphasize that data can be useful but that you must be careful in using them. For example:

   - Population tells us little more than gross relative size between countries. Important population data might include: the number of people per square mile, who are living in urban areas, percent who are of working age, percent who are literate, percent who are voting in elections, percent who are employed, etc.

   - *Urbanization* tells us little unless the term is defined. Is someone who is living in a town of 350 population considered to be an urban dweller or not? There is no international standard at present which defines the term "urban." One approach in some countries is to group urbanization by towns of 500 to 5,000 population; 5,000 to 10,000; 10,000 to 50,000; 50,000 to 100,000; etc. It should be kept in mind that the facilities available in a town of 5,000 in California would differ from facilities available in a town the same size in Brazil or Mexico.

- "Per Capita GNP" is an easy way to summarize data but tells us nothing about the actual distribution of wealth in a country. Two countries might have similar rates, yet in one country there is a small very wealthy class and a large very poor class; and in the other country there might be a small wealthy class, a large middle class, and a relatively small poor class. Obviously, the two societies are economically diverse, yet a per capita GNP does not reflect this diversity.

- Life expectancy is the most readily interpretable data of the five topics. Yet, we might inquire as to why life expectancy is rising in each country: diet changes? conquest of a certain disease?

- Literacy rate is commonly used without an understanding of its shortcomings--namely, there is no standardized, internationally accepted measure of literacy. Consequently, literacy in one nation may mean that someone can read a paragraph and then provide written answers to information contained in the paragraph. Literacy in another nation may mean little more than that someone can write their own name and the name of the place where they live.

Evaluation:

Have students list three additional types of data on Latin America they would like to gather. They should explain why it would be useful for a study of change.

Further Suggestions:

1. Interpretation of the data may have more meaning if compared to the United States. Assign a few students to locate similar data about the United States for comparative purposes.

2. As a class project, you might pick representative countries of Asia, Africa, Western Europe, Eastern Europe, or the Middle East. Collect and compare the data on the countries. United Nations Yearbooks provide data. Embassies can provide such data if you make specific requests in a letter to them.

Handout 16

LATIN AMERICAN DATA SHEET

Argentina	1964	1976
population*	21,340,000	25,384,000
% urban population*	72%	83.2%
per capita GNP*	$692.00	$1,425.50
life expectancy*	63.2 years	68.3 years
literacy rate*	90.0%	92.6%
Bolivia		
population	4,030,000	5,712,000
% urban population	28.0%	31.6%
per capita GNP	$110.00	$280.70
life expectancy	45.0 years	46.8 years
literacy rate	25.0%	59.5%
Brazil		
population	79,830,000	110,123,500
% urban population	50.0%	62.7%
per capita GNP	$274.00	$768.50
life expectancy	53.1 years	61.0 years
literacy rate	70.0%	81.2%
Chile		
population	8,455,000	10,428,000
% urban population	70.0%	81.6%
per capita GNP	$465.00	$924.80
life expectancy	50 years	64.4 years
literacy rate	83.6%	89.6%
Colombia		
population	16,520,000	24,105,000
% urban population	52.3%	68.2%
per capita GNP	$354.000	$461.20
life expectancy	44.3 years	51.0 years
literacy rate	63.0%	77.6%

* Population - total population of the country. % Urban Population - percentage of the total population living in towns and cities. Per Capita GNP - the average amount of dollars each person would have if the country's total yearly income were divided up. Life Expectancy - the average number of years that an individual born in this year would be expected to live. Literacy Rate - the percentage of the adult population able to read and write.

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	1964	1976
Costa Rica		
population	1,402,000	2,020,000
% urban population	34.6%	43.6%
per capita GNP	$402.00	$784.80
life expectancy	61.4 years	69.4 years
literacy rate	85.4%	88.4%
Dominican Republic		
population	3,440,000	4,845,700
% urban population	30.0%	47.9%
per capita GNP	$216.00	$618.00
life expectancy	47.6 years	57.3 years
literacy rate	60.0%	76.7%
Ecuador		
population	4,800,000	6,873,300
% urban population	36.0%	42.6%
per capita GNP	$270.00	$430.60
life expectancy	———	61.3 years
literacy rate	63.0%	75.0%
El Salvador		
population	2,716,000	4,223,800
% urban population	29.3%	40.2%
per capita GNP	$294.00	$433.00
life expectancy	———	57.8 years
literacy rate	40.1%	59.5%
Guatemala		
population	4,300,000	6,018,000
% urban population	30.0%	31.2%
per capita GNP	$275.000	$621.40
life expectancy	45.0 years	53.0 years
literacy rate	28.0%	47.3%
Honduras		
population	2,150,000	2,769,000
% urban population	23.0%	33.3%
per capita GNP	$184.00	$368.60
life expectancy	———	58.0 years
literacy rate	47.0%	58.0%
Mexico		
population	39,500,000	62,329,000
% urban population	50.7%	62.7%
per capita GNP	$352.00	$776.60
life expectancy	61.0 years	64.0 years
literacy rate	66.0%	76.3%

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	1964	1976
Nicaragua		
population	1,590,000	2,217,500
% urban population	40.0%	52,8%
per capita GNP	$272.00	$643.10
life expectancy	———	52.5 years
literacy rate	51.0%	52.6%
Panama		
population	1,200,000	1,718,700
% urban population	50.0%	51.1%
per capita GNP	$447.00	$1,029.70
life expectancy	———	66.6 years
literacy rate	78.0%	84.0%
Paraguay		
population	1,900,000	2,738,900
% urban population	28.0%	36.0%
per capita GNP	$195.00	$376.20
life expectancy	———	61.9 years
literacy rate	65.0%	80.5%
Peru		
population	11,050,000	16,094,200
% urban population	47.0%	64.7%
per capita GNP	$250.00	$594.00
life expectancy	———	56.5 years
literacy rate	———	78.9%
Uruguay		
population	2,570,000	2,781,700
% urban population	65.0%	80.8%
per capita GNP	$615.00	$959.40
life expectancy	64 years	70.0 years
literacy rate	90.0%	89.8%
Venezuela		
population	8,646,000	12,361,100
% urban population	66.0%	74.7%
per capita GNP	$616.00	$1,486.20
life expectancy	———	65.8 years
literacy rate	———	77.1%

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Title: PEOPLE ⟶ CHANGE

Introduction: We frequently can readily agree that change occurs. Yet, we really don't stop to think about the implications of change. What does change mean to me? To my community? To my country? This activity is designed to encourage students to think about the diverse impact of change.

Objective:

To encourage students to explore the diverse impact that a specific change may cause.

Grade Level: 9-12

Time: 50 minutes

Materials: Make one copy of the change diagram (Handout 17) for each student in class.

Procedure:

Step 1. Distribute the diagram, Handout 17, to the class.

Step 2. Discuss the diagram so the class understands that it takes one topic involving change illustrates some of the outcomes.

Step 3. Break the class into small groups (five per group). Ask each group to discuss the problem of population growth--a problem facing every Latin American nation where the rate of growth is higher than most other areas of the world.

Step 4. Ask each group to list and briefly describe five probable impacts upon a Latin American country of population growth. Then each group should diagram at least one impact in a manner similar to the handout's diagram.

Step 5. Have a representative of each group read their list to the class. Note the types of impact on the blackboard.

Follow-up:

1. Take the list of "impacts of population growth" and discuss them in class. What can be the impact of population growth on:

   - the economy, job situations, etc.

- need for social services, health services, etc.

- need for food (Will imports be needed or can the country continue to feed itself?)

- need for manufactured goods (Will imports be needed? If so, how can the country pay for them?)

- impact on the school system.

- impact on housing, transportation, etc.

2. List some of the major "problems" which face Latin American countries in the next ten years. Briefly explore some of the possible impacts. Problems could include:

   - need to industrialize.

   - need to achieve economic development.

   - need to combat urban sprawl and pollution.

   - need to obtain sufficient sources of energy.

Evaluation:

The ability to identify and discuss additional problems is an indication of student understanding of the diverse impact of change processes.

Further Suggestions:

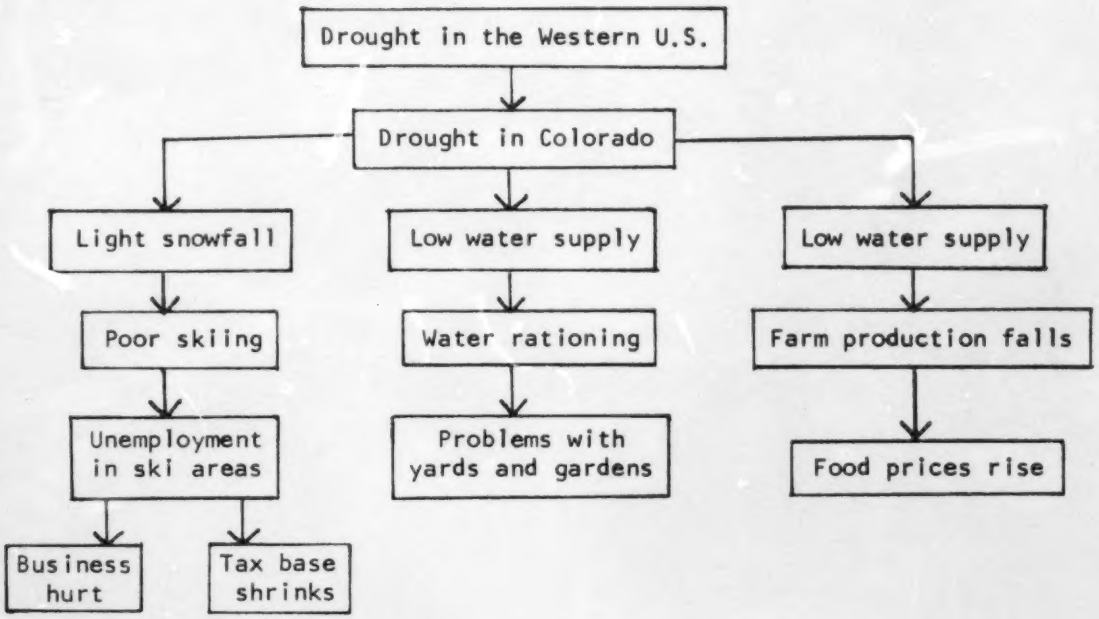
1. Have students work at home with their parents to identify and diagram a problem associated with change in the community, state, or nation.

2. Have students work in groups to identify and diagram a change problem which will affect their lives within the next five years.

Handout 17

DIAGRAMING CHANGE

The diagram shown below illustrates the impact of a climatic change (for at least one year) in the western United States. Of course, not all of the possible impacts of that change in 1976-1977 have been diagramed, but some of them have. The diagram illustrates how you can diagram the possible impact of change.



Population is defined by many as a "problem" in Latin America. The rate of population growth in Latin America is one of the highest in the world. Population growth has many impacts or possible impacts. List five (5) impacts that population growth could have. For example, a need for more schools, more teachers, more books, etc. Pick one impact and diagram it.

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SECTION III

DIVERSITY AND CHANGING VIEWS

The purpose of the activities to this point has been to explore the nature of diversity, and then to explore global themes and the possible impact of diversity upon those themes. The objective of this final section is to evaluate student learning achieved as a result of the unit. As such, this may be viewed as a posttest of the unit.

Title: CHANGING VIEWS

Introduction: However many activities are completed by the class, it is a good idea to include these final posttest activities in the unit. By completing these activities, both you and the students will be able to see how their viewpoints have changed.

Objective:

To reexamine and compare new responses to earlier one, by redoing activities completed in the introductory part of the unit.

Grade Level: 9-12

Time: Two to four class periods, depending on how much reevaluation is desired.

Materials: You will need copies of the work students did on the earlier activities from Section I. You will need copies of student materials for any activity which students will reevaluate by doing again.

Procedure:

Step 1. Select from among the introductory activities of the unit those which you think the class would benefit from redoing and reevaluating.

Step 2. Have the class do the selected activities again. Hand back any worksheets done previously and have the class compare them with their new responses.

Follow-up:

1. Use the following questions for comparing changing views:

   a. What were your initial views of Latin America?

   b. What are your current views of Latin America?

   c. In what specific ways have your views changed?

   d. What are some interesting or important examples of diversity in Latin America?

   e. Are changes in viewpoints due to new information or to new ways of looking at and interpreting old information?

- How can diversity affect global themes?

- How can the global themes interact with or affect each other?

- What global theme would you like to learn more about? Why?

2. Encourage students to continue the process of data collection and investigation of diversity and global themes. A day at the end of the school year could be devoted to further examination of new data and changing viewpoints.

Evaluation:

1. Do students feel that they now have a better understanding of the diversity which exists in Latin America?

2. Do students have a better understanding of data that would be useful to gather for the study of a global theme and now know of some useful sources of that data?

Appendix 1

RESOURCES

You and your students can use the following sources to obtain more information about Latin America. When you write to organizations, be sure to make specific requests for information which you wish to obtain.

EMBASSIES

Argentina--1600 New Hampshire Ave., N.W.,Washington, D.C. 20009

Bolivia--1625 Massachusetts Ave., N.W., Washington, D.C. 20009

Brazil--3006 Massachusetts Ave., N.W., Washington, D.C. 20009

Chile--1736 Massachusetts Ave., N.W., Washington, D.C. 20009

Colombia--2118 Leroy Place, N.W., Washginton, D.C. 20009

Costa Rica--2112 S, N.W., Washington, D.C. 20009

Dominican Republic--1715 22nd, N.W. Washington, D.C. 20009

Ecuador--2535 15th, N.W., Washington, D.C. 20009

El Salvador--2308 California, N.W., Washington, D.C. 20009

Guatemala--2220 R, N.W., Washington, D.C. 20009

Honduras--4301 Connecticut Ave., N.W., Washington, D.C. 20009

Mexico 2829 16th, N.W. Washington, D.C. 20009

Nicaragua--1627 New Hampshire Ave., N.W., Washington, D.C. 20009

Panama--2862 McGill Terr., N.W., Washington, D.C. 20009

Paraguay--2400 Massachusetts Ave., N.W., Washington, D.C. 20009

Peru--1700 Massachusetts Ave., N.W., Washington, D.C. 20009

Uruguay--1918 F, N.W., Washington, D.C. 20009

Venezuela--2445 Massachusetts Ave., N.W. Washington, D.C. 20009

Additionally, you could include:

Puerto Rico--1625 Massachusetts Ave., N.W. Washington, D.C.

ORGANIZATIONS

Inter-American Development Bank
808 17th Street, N.W., Washington, D.C.

Latin American Studies Association
Box 13362, University Station, Gainesville, Florida 32604

Organization of American States
19th & Constitution Ave., N.W., Washington, D.C.

United Nations
Publications Office
UN Plaza, New York, New York 10017

United Nations Association of the United States of America
345 East 46th Street, New York, New York 10017

United States Department of State
Public Inquiries Division, Office of Media Services
Washington, D.C. 20520

United States Government Printing Office
Washington, D.C. 20502

Ask for publication lists of fact sheets and pocket handbooks on nations of Central and South America.

NEWS SOURCES

Each Latin American country has a number of newspapers and magazines published. The Press Officer at each embassy could furnish names and addresses for major newspapers and magazines. You could write requesting a number of papers from different countries for the same date and then compare their contents. Some university libraries carry some Latin American newspapers such as *Excelsior* of Mexico or *El Tiempo* of Colombia. *Vision* published in Mexico City is a major Spanish-language newsmagazine

in the format of *Time*.

Coverage of Latin American affairs in the American press is sporadic at best. The *New York Times*, *Los Angeles Times*, and *Christian Science Monitor* are the newspapers which provide the best coverage and are readily available in public libraries. *Time*, *Newsweek*, and *U.S. News and World Report* all cover Latin America accompanied by excellent photography.

The best update of political and economic affairs is the Latin American Political Report and the Latin American Economic Report, both published by Latin American Newsletters Ltd., 90-93 Cowcross Street, London ECIM 6BL, England (expensive but available in some university and large public libraries).

DATA SOURCES

Data sources include materials provided by the organization and news sources listed above. Of possible use would be:

1. The annual "Progress" reports of the Inter-American Development Bank in Washington, D.C.
2. The Statistical Abstract for Latin America published by the Latin American Center of the University of California at Los Angeles, Los Angeles, California.
3. The United Nations Statistical Yearbook available in most university libraries and large public libraries.

Appendix 2

BIBLIOGRAPHY

There are thousands of books concerning Latin America. In the opinion of the authors, there are very few books which adequately deal with "Latin America." The best approach is to see what is available in the local libraries and then to use the material with a critical eye. Some volumes which the authors have found useful include:

History and Geography

Historical Atlas of Latin America by A. C. Wilgus. Cooper Square Publishers, 1967. A useful background book. Some sections provide useful though dated statistics on transportation, mineral wealth, etc.

Inside Latin America by John Gunther. Harper and Bros., 1941. A classic account of Latin America in the World War II era. Noteworthy in that its opening line states, "The first thing to say about Latin America is that no such thing exists."

Latin America: A General Hisotry by John E. Fagg, MacMillon and Co., 1969. A good, detailed general history from the precolonial period to 1960's.

Latin America: An Interpretive History by D. Dozer. McGraw-Hill, 1962. A detailed history of Latin American affairs up to 1950. Limited usefulness for the history of the post-World War II era.

Politics

Agrarian Structure in Latin America by Solon Barraclough and Juan Collarte. A good introduction to agrarian problems in Latin America and to the concept of "dependency."

Authoritarianism and Corporatism by James Malloy (ed.) University of Pittsburgh Press, 1976. Covers such topics as labor in Brazil, economic situation in Mexico, etc.

Introduction to Latin-American Politics by Martin Needler. Prentice-Hall, 1977. Deals with interest groups and change, social class, political parties, etc.

Latin-American Development by Alan Gilbert. Penguin Books, 1974. Covers unbanization, transportation, change, development, etc. Provides useful statistics and contains a good bibliography.

Sociology

Spanish-American Customs, Culture, and Personality by R. C. Reindorp. Wesleyan College Press, 1968. An interesting view of social structures, economic life, etc. An excellent example of a book which deals with "Latin America" to the neglect of the diversity to be found there.

Ten Keys to Latin America by Frank Tannenbaum. A Knopf and Co., 1962. Dated but regarded as a classic. Covers race, religion, education, the hacienda, etc.

APPENDIX 3

EVALUATION OF THE UNIT

It is the intention of CTIR to revise and add new materials to units as time permits. Evaluation of the unit is a valuable input when revisions are being considered. We encourage you to evaluate those activities which you use in your classroom and to send us the information. Your input will be greatly appreciated. Please be as specific as possible in your comments.

1. Which of the activities did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

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Denver, Colorado 80208
(303) 753-3106